COMM 211 (Intercultural Communication – The Global Classroom)

Class time: 8:00am-9:15am (Lincoln, Nebraska)

<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
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<tbody>
<tr>
<td>6:00-7:15pm</td>
<td>Muscat, Sultanate of Oman</td>
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<tr>
<td>4:00-5:15pm</td>
<td>Istanbul, Republic of Türkiye</td>
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<td>4:00-5:15pm</td>
<td>Erzurum, Republic of Türkiye</td>
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<td>7:00-8:15pm</td>
<td>Tyumen, Russian Federation</td>
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<td>8:00-9:15am</td>
<td>San Ramon, Costa Rica</td>
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<tr>
<td>10:00-11:15pm</td>
<td>Matsue, Japan</td>
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Dr. Chuck Braithwaite
Office: Hewit Place, Room 504*
Office Phone: (402) 472-6178
e-mail - cbraithwaite2@unl.edu

Office Hours:
Wednesdays 12:00-1:00pm
Thursdays 10:00am-11:00am
(*map to my office on last page)

Required Textbooks:


This course has at its core real-time, face-to-face interaction with cultures around the world. During the semester, we will have weekly synchronous video conferences with faculty and students in at least two countries. Because of new video technology, we will be able to see and hear our international partners and they will be able to see and hear us. We will also be able to share PowerPoint and other video/audio resources at the same time. Additionally, we will engage in on-line discussions outside of class to supplement our class discussions.

Our goal is to learn how to effectively interact with diverse cultures and how to engage in discussions of global issues. This will expand our global awareness and knowledge of human diversity, and enhance our communicative competence in developing and maintaining personal and professional relationships.

Content for the Global Classroom

The Global Classroom Experience (COMM 211- Intercultural Communication) uses reading assignments [Lustig & Koester (Eds.), *AmongUS: Essays on Identity, Belonging, and Intercultural Competence (2nd Edition)*], class discussion, face-to-face interaction with international partners, and on-line discussion with international partners to address at minimum the following topics:

- Cultural Identity – Who are we?
- Crossing Cultures – Negotiating Intercultural Competence
- Stereotyping and Prejudice
- Communication roadblocks during intercultural communication
- Managing conflict across cultures
- Inside/Outside – Belonging to Multiple Cultures
- Developing effective Intercultural & International Communication

ACE Credit:
COMM 211 satisfies ACE Outcome #9: Exhibit global awareness or knowledge of human diversity. In this course, you will examine cultural forms of communication and learn how to adapt your communicative behavior to a variety of cultural contexts. Course content includes the study of diverse forms of cultural communication, as well as the description and analysis of face-to-face intercultural communication. Additionally you will learn how stereotyping, ethnocentrism, and prejudice emerge during intercultural communication. Competency in ACE 9 will be assessed when you prepare, lead, and evaluate a global classroom discussion with at least one of our international partners, as well as analyze cultural differences in the communicative behavior of yourself and others.
Learning Outcomes for COMM 211:
After completing the course, a student will be able to:
1. Prepare and deliver information to diverse international audiences.
2. Identify and implement the communication skills necessary to facilitate effective intercultural communication.
3. Understand and manage stereotyping, ethnocentrism, and prejudice which emerge during intercultural communication.
4. Understand and implement new communication technologies to enhance the global exchange of ideas.
5. Transfer lessons on effective communication with specific international partners to other contexts and people, in both international and national environments.

Assessment for the Global Classroom
Student performance will be assessed in the following ways:
1. Students will prepare presentations about themselves and their culture(s) for in-class delivery to international partners.
2. Students will participate in on-line reactions to our interaction with international partners.
3. Students will complete quizzes based on course readings and study questions.
4. Students will actively engage in discussion with international partners, both in-class and on-line.
5. Students will write analysis papers based on concepts generated from class, lecture, and textbook.

Mission of the Department of Communication Studies
The mission of the faculty and students of the Department of Communication Studies is to examine human symbolic activity as it shapes and is shaped by relationships, institutions, technology, and culture. This work concerns the creation, analysis, and critique of messages ranging from face-to-face to digital media contexts. The department's research and teaching devote particular attention to scholarly initiatives aimed at understanding and explaining the role of communication in (a) facilitating civic engagement, mediating public controversies, and organizing for social change, (b) constituting individual and family health, promoting healthy behaviors, and helping persons navigate relational challenges, and (c) creating, maintaining, and challenging personal, social, and community identity in a complex and diverse world.

Assignments & Grading

NOTE: The unique nature of the course means that the number of assignments (except quizzes) will depend upon what happens with our international partners. However, you must complete all assigned work by the dates/times indicated to earn credit for the course. Assignments may be added/deleted/modified through announcements in class and/or on CANVAS. You are responsible for keeping abreast of any changes in quizzes, assignments, & schedules.

Signature assignments: You will be required to lead one of our global classroom discussions with an international partner. You will be in charge of preparing discussion materials, answering questions, and evaluating the experience. You will be in charge of making sure the rest of your class is participating. After this discussion, you will write a reflection paper on the experience and what you learned using course concepts.

Quizzes: There will be six (6) in-class quizzes to help keep you abreast of the assigned readings & lecture/discussion material. The questions will come primarily from the Reading Study Questions (either handed out in class or posted on CANVAS). Each quiz will be worth 25 points.

Individual PowerPoint Presentations: You will be required to complete individual PowerPoint presentations. Each will be worth 25 points, and will be evaluated on the following: meeting the content requirements of the assignment; proper preparation of digital images; successful uploading of ppt to CANVAS; adequacy of oral delivery. You will have at least one introductory presentation (see pages 7-8) where you introduce yourself to our international partners, and one summation presentation where, on the last video link, you talk about what you learned about our international partners. Other individual presentations will depend on what else happens in the class.
In-Class & on-line exercises: There will be a variety of both in-class & on-line exercises throughout the semester. Again, the number of these exercises, and their attending points, will depend on what happens in the class. These will also be used in the assessment of your active participation in the class.

Question/Answer Journal: Each day we have a video connection you will fill out a “211 Question-Answer Journal” (see page 11). They will be collected at the beginning of the following class period. These will be used in the assessment of your active participation in the class.

Social Media: You will be required to post responses to questions throughout the semester using social media. If you do not participate in social media, you will be required to send your responses to the instructor who will post them for you (anonymously). Again, the number of these responses, and their attending points, will depend on what happens in the class. These will be used in the assessment of your active participation in the class.

Asking Questions and Active Participation in class: The most critical aspect of this course involves you asking and answering questions posed by students and faculty in our partner schools. I expect you to actively engage our partners each time we meet. Because we are digitally recording each class session, I will evaluate your questioning behavior at the end of the semester. This means it is vital you find ways to ask and answer questions throughout the course (40 points). You will have a paper due at the end of finals week where you evaluate your own performance regarding intercultural communication.

Attendance: This class will require you to give live, synchronous, video presentations to faculty, students, and administrators via the internet to international universities. Therefore, attendance is a critical component of this course due to the live, synchronous nature of our interaction with international partners. We may have approximately 20-24 class sessions (8:00am-9:15am) where we will have live video. You must attend and be on time for all of these video sessions.

Accommodations for Students with Disabilities

Students with disabilities are encouraged to contact me (the instructor or teaching assistant) for a confidential discussion of their individual needs for academic accommodation as determined by Services for Students with Disabilities (SSD). This includes students with mental health disabilities like depression and anxiety. It is the policy of the University of Nebraska-Lincoln to provide individualized accommodations to students with documented disabilities that may affect their ability to fully participate in course activities or to meet course requirements. To receive accommodation services, students must be registered with SSD which is located in 232 Canfield Administration (472-3787)

And finally...we are doing something unique in U.S. American higher education. Only a handful of institutions have video classes of this nature. During our class, you will be the “face” of US America to students, faculty, administrators and distinguished guests from around the world. The success of this course depends upon your full and active participation. It would be a great insult to our international partners to have UNL students fail to show up for class. Please take your commitment to this course very seriously. If you do not feel you can meet the attendance requirement, you should consider taking this class another time. Although the time commitment for this course is rigid, I know you will have one of the most interesting classroom experiences you have ever had at UNL.
# TENTATIVE Fall 2018 Calendar

[NOTE: There may be other religious/political holidays for our international partners that might prevent video links. Be sure to check your email before coming to class]

<table>
<thead>
<tr>
<th>Week</th>
<th>Tuesday</th>
<th>Thursday</th>
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<tr>
<td>1</td>
<td>Aug 21: Introduction</td>
<td>Aug 23: (Quiz #1) Intro to international partners</td>
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<td>2</td>
<td>Aug 28: Cultural Background Presentation <strong>due 8:00am</strong> to Canvas</td>
<td>Aug 30: (Quiz #2) Working with international partners</td>
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<td>3</td>
<td>Sept 4: Intro PowerPoint Slides due to Canvas, <strong>Sept 3rd, 5pm – Present in class on Sept 4th</strong></td>
<td>Sept 6: (Quiz #3) Effective Intercultural Communication</td>
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<td>4</td>
<td>Sept 11: Effective Intercultural Communication</td>
<td>Sept 13: (Quiz #4) Preparation for video links</td>
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<td>5</td>
<td>Sept 18: 1st Group Presentations due to Canvas by 5pm, Sept 17th</td>
<td>Sept 20: (Quiz #5) Preparation for video links</td>
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<td>6</td>
<td>Sept 25: Preparation for video links</td>
<td>Sept 27: (Quiz #6) Preparation for video links</td>
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<td>7</td>
<td>Oct 2: Video Link with...........</td>
<td>Oct 4: Video Link with...........</td>
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<td>8</td>
<td>Oct 9: Video Link with...........</td>
<td>Oct 11: Video Link with...........</td>
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<td>9</td>
<td><strong>Oct 16: Fall Break (no class)</strong></td>
<td>Oct 18: Video Link with...........</td>
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<td>10</td>
<td>Oct 23: Video Link with...........</td>
<td>Oct 25: Video Link with........... [NOTE: Standard Time begins Oct 28 in most of the world]</td>
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<tr>
<td>11</td>
<td>Oct 30: Video Link with...........</td>
<td>Nov 1: Video Link with........... [NOTE: Standard Time begins Nov 4 in USA]</td>
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<td>12</td>
<td>Nov 6: Video Link with...........</td>
<td>Nov 8: Video Link with...........</td>
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<td>13</td>
<td>Nov 13: Video Link with...........</td>
<td>Nov 15: Video Link with...........</td>
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<td>14</td>
<td>Nov 20: Video Link with...........</td>
<td><strong>Nov 22: Thanksgiving Holiday (no class)</strong></td>
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<td>15</td>
<td>Nov 27: Video Link with...........</td>
<td>Nov 29: Video Link with...........</td>
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<td>16</td>
<td>Dec 4: Video Link - presentations</td>
<td>Dec 6: Video Link - presentations</td>
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<tr>
<td>17</td>
<td>Tuesday, Dec 11: Video Link / Final Presentations - 8:00 to 9:30 a.m.</td>
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**ATTENTION:** this is a very tentative schedule. Video links may start earlier than indicated. In addition, as stated on the syllabus, there will be assignments due during Week 16 and Week 17. Although there is no in-class final exam, we **will** have a video link during Finals Week, including presentations.

*subject to change (announcements will be made in class and/or CANVAS)*
Chapter 2, Covarrubias, “Of Endearment and Other Terms of Address: A Mexican Perspective.”

1. What do US American teachers often do to children’s’ names? Why do you think this is done?

2. Who would use nicknames when talking to Patricia? How did she feel about this practice?

3. When are nicknames used in your own culture? Give a specific example to illustrate.

4. Why is a nickname is sometimes called a term of “endearment?” Give an example to illustrate.

5. How did the student “Barry” behave toward Patricia? If you were the teacher, how would you respond to such behavior? Why?

6. Some Latinos/Hispanics criticized Patricia for studying what subject? Why did they do this?

7. What is your position on whether people should change their name to be more “pronounceable” for people from other cultures? Explain.

8. What did the ticket agent do to Patricia’s name? Why?

9. Give at least three suggestions on what people should do when they encounter a situation where they have a hard time pronouncing someone’s name.

Chapter 3, Kroll, “My Name is . . .”

1. If people have a hard time pronouncing a child’s name, what might be the impact on the child? Explain.

2. What kind of teasing did Mei Lin encounter? How do you think a teacher should respond when their students experience this kind of behavior? Explain.

3. What did Mei Lin decide to do about her “Korean side?” What might be the impact on a child if this happens?

4. When Mei Lin got to high school, how did she respond when she encountered other students of Asian descent? Why?

5. What are some assumptions people have when they encounter people from “similar” cultures? What can be the impact of this?

6. Why would some people think that people of Korean descent would know about Chinese food?

7. What does the author recommend everyone should do regarding their own cultural heritage? Do you agree?

8. What, if anything, have you done to “connect” with your cultural heritage?
It is important we start thinking about how our own cultural background influences our encounters with others. To that end, I want you to provide a short presentation about your family culture. The goal is to have a general description of your family cultural background, not so much a detailed history.

Your presentation should include as much of the following as possible. You may use as many slides as you want, but make sure each slide has at least one image, and the font size is at least 24pt.

NOTE: This is NOT the same as your Intro Presentation Assignment. The Cultural Background presentation is to be focused more on your family and family background. Again, for this presentation, you may use as many slides as needed.

- Your name, age, and major.
- Where you were born; where you were raised.
- Where your immediate family members came from. Where your grandparents and/or other ancestors came from.
- The culture or cultures your family most identifies with, e.g., Irish, Costa Rican, German-Russian, Scandinavian.
- Examples of how this cultural background influences you and your family today, e.g., holiday celebrations, food, names. If you think there has been no influence, explain why.
- Finally, find citations for at least two articles that say something about the culture or cultures described above. These should be articles where the content would help you and others gain a better understanding of the culture or cultures that make up part of your identity. For example, if your cultural background includes immigrants from Poland, you might cite: Molczyk, L. (2010). Founding Nebraska's Polish Communities in Central Nebraska. Retrieved June 29, 2011, Polish Heritage Center, <http://www.polishheritagecenter.com/History.html>. For each, write a paragraph or so about why you think this would be a good resource for someone to look at who wants to learn more about your cultural background.
- Have a final “Thank you!” slide

Requirements:
- Use your last name as the name of the document, i.e., “Binh Cultural Background.ppt.” Do not simply call it “presentation.ppt” or “211.ppt.”
- Every slide must include at least one image. Every image must have a caption.
- Use a plain, solid background.
- Do not use any animation, builds, or sounds. They slow down the presentations.
- Do not use too much text per slide. Your slide font needs to be at least 24pt, including caption text. It is better to use multiple slides than try to get too much on a slide.
- Each image must be clear when viewed on a screen – if the image is fuzzy or too small, choose another image.
- Your PowerPoint must be uploaded to CANVAS no later than the time indicated on the assignment. Additionally, I must be able to successfully open the ppt. If you fail to upload the presentation, or I cannot open the presentation, you cannot receive full credit for the assignment.

Please complete this by August 28, 8am, and upload to CANVAS>Discussions>Cultural Background.

*You must label all materials you submit for the course using the correct format in order to earn full credit for the assignment. We must receive your materials no later than the time listed on the assignment, and they must be able to be successfully opened, for you to earn full credit.
Intro Presentation Assignment

You will prepare PowerPoint™ slides that will introduce you to our international partners.

**DUE:** upload to CANVAS>Assignments>Intro Presentation by Sept. 3rd, 12pm. You will present this in class on Sept. 4th, 8am. That is, you turn it in at noon the day before you present.

The slides need to contain at least the following content:

- Name; age; major(s)/minor(s), email address
- Other courses you are taking this semester (*use titles, not abbreviations or class #s*)
- The city/town/country where you are from.
- Something “favorite,”: e.g. book, movie, activities, etc.
- Anything else you think will help our international partners understand you
- (a “Thank you!” slide at the end – use Turkish – “Teşekkür Ederim!”)

For illustrations/photos on the slides, you must include **at least** the following:

- A picture of you.
- A picture of where you are from (either something from the actual town, or something that would be typical).
- A picture of a favorite activity (sports, TV, books, etc.).
- All images require captions & must be large and clear enough to be projected.

(note: the size of your presentation must be less than 5MB. If it is larger, it is usually because you are using unedited photographs. Use Paint™ or Photoshop™ to reduce the size of images. If you have problems, let me know at least 24 hours prior to the assignment due date so I have time to help.)

**Requirements:**

- Use your last name as the name of the document, i.e., “Binh introduction.” Do not simply call it “presentation” or “211.”
- Every slide must include at least one image. Every image requires a caption.
- Use a plain background. Not all computer systems have the same formatting capabilities.
- Do not use any animation, builds, or sounds. They slow down the presentations and often do not work when downloaded in the other countries.
- Do not use too much text per slide. Your slide font needs to be at least 24pt (including captions). It is better to use multiple slides than try to get too much on a slide.
- Each image must be clear when projected on a screen.
- Do not use abbreviations for classes or other items, e.g., “Intro to Calc” should appear as “Introduction to Calculus.” Do not use #s for classes – use words.
- Be careful when using terms or names that might be unfamiliar to the international audiences. One student described how she liked to wear “California style” clothes. Not surprisingly, the students in Pakistan, Turkey, and Russia did not know what she meant!
- Your PowerPoint™ must be uploaded to CANVAS no later than the time indicated on the assignment. Additionally, I must be able to successfully open the ppt. If you fail to upload the presentation on time, or I cannot open the presentation, you cannot receive full credit for the assignment.
Presenting your 211 Introduction:

1. Upload to CANVAS no later than Sept. 3rd, 5pm.
2. Come to class on Tues, Sept. 4th, 8am, prepared to deliver the presentation.
3. When you deliver presentations in class, you must bring notes to speak from or you will not be allowed to present. No “off the cuff” presentations. You must have speaking notes, or, at the very least, a printed copy of the PowerPoint slides. You will not be allowed to present if you fail to bring one or the other.
4. You will sit in a chair facing the audience – do not look back at the screen (but you will not need to because you will have speaking notes/copies of your ppt).
5. When you finish talking about the content of a slide, and are ready to go to the next one, you must say “Next Slide” so our partners and we know to advance the presentation.
6. You will not just read off the slide – you will tell us more than what appears in the slide text (we can read it for ourselves, so your job is to tell us what it means).
7. When you are finished, we will applaud (!).
8. Stay in your seat while the audience asks you questions.
9. I am asking the audience in our class to pretend they are not familiar with your cultural background or current country of residence. The goal will be to ask the kind of questions our international partners might ask, e.g., “what is a ‘gender studies’ major?”
10. NOTE: you will have a chance to revise your PowerPoint™ slides before delivering this presentation to our international partners. I will provide some suggestions for revisions beforehand.
Global Classroom “Group” Presentation- Due: 5pm, Sept 17th

Below is a list of topics our international partners would like us to address. Each of you will choose one of the numbered topics listed on that page and then prepare 2 slides on that topic. There are duplicate topics – if a topic is listed more than once, you can be a duplicate. However, each student must choose a # - only one person per #.

Go to CANVAS>DISCUSSIONS>“TOPICS for Group Presentations.” Create a new thread with the NUMBER and NAME of the topic you want and your name, e.g., “#11 Evening activities - Binh.” If the topic # you want already appears in this discussion forum, you must choose another entry.

Once you have chosen a topic (again, double-check that no one has already chosen that topic # before you), prepare two (2) PowerPoint slides using “PowerPoint template #1” that appears. Save the template and rename it using the NUMBER of the topic and your LAST NAME, e.g., “11 Evening Activity Binh”

1. The first slide will have your name in the upper left hand corner and the name of the topic in the upper right hand corner (on both slides).
2. Insert the content about the topic on the left side of the slides, and insert images on the right hand side of the slides (every slides must have images).
3. The content of the slide is where you select what you think are some important points about this topic you think an international audience that knows little about the topic would want to hear. Your content must be SPECIFIC. Do not just say “I eat breakfast” – you must provide a specific example, e.g., “I ate rye toast and a poached egg.” Do not just say, “I go out with my friends on Thursday nights” – provide an example, e.g., “Thursday my friends and I went to the Roccoco Theatre to see the band “Snarky Puppy.” Do not just say, “I went to Chemistry class” – provide an example of what happened, e.g., “In Chemistry class we learned how to make an alcohol-fueled flame demonstration.”
4. Each slide must include an image, photo, map, or other illustration. All text must be at least 24pt (including captions); all images must be clear and easy to see; text must not cover the images.
5. Once you have completed these slides, go back to the “TOPICS for Group Presentations” forum in DISCUSSION, open the thread with your name, and create a response where you upload the slides. Your document must include NUMBER of the topic and your LAST NAME, e.g., “#11 Evening activities - Binh.”
6. Complete this assignment no later than 5pm, Sept 17th.
TOPICS for UNL Group Presentations (list the topic NUMBER as well as the NAME of the topic, e.g., “#11 Evening activities”).

1. Typical / Representative mornings at UNL, e.g., when you get up, what you had for breakfast (if anything), clothes you chose, 1st class or activity (like reading, running, etc.)

2. Typical/Representative mornings at UNL, e.g., when you get up, what you had for breakfast (if anything), clothes you chose, 1st class or activity (like reading, running, etc.)

3. Typical/Representative mornings at UNL, e.g., when you get up, what you had for breakfast (if anything), clothes you chose, 1st class or activity (like reading, running, etc.)

4. Typical/Representative mornings at UNL, e.g., when you get up, what you had for breakfast (if anything), clothes you chose, 1st class or activity (like reading, running, etc.)

5. Typical/Representative mornings at UNL, e.g., when you get up, what you had for breakfast (if anything), clothes you chose, 1st class or activity (like reading, running, etc.)

6. Typical/Representative classes at UNL, e.g., which classes you attended that day, specific activities in each, what you liked or did not like about the activities.

7. Typical/Representative classes at UNL, e.g., which classes you attended that day, specific activities in each, what you liked or did not like about the activities.

8. Typical/Representative classes at UNL, e.g., which classes you attended that day, specific activities in each, what you liked or did not like about the activities.

9. Typical/Representative classes at UNL, e.g., which classes you attended that day, specific activities in each, what you liked or did not like about the activities.

10. Typical/Representative classes at UNL, e.g., which classes you attended that day, specific activities in each, what you liked or did not like about the activities.

11. Typical/Representative evening activities, e.g., what you do for dinner, what and where you study, where you go out with Friends, when you go to bed.

12. Typical/Representative evening activities, e.g., what you do for dinner, what and where you study, where you go out with Friends, when you go to bed.

13. Typical/Representative evening activities, e.g., what you do for dinner, what and where you study, where you go out with Friends, when you go to bed.

14. Typical/Representative evening activities, e.g., what you do for dinner, what and where you study, where you go out with Friends, when you go to bed.

15. Typical/Representative evening activities, e.g., what you do for dinner, what and where you study, where you go out with Friends, when you go to bed.

You must post on Canvas the # of the topic and your LAST NAME, in that order.
You will fill out a worksheet like this for each day we connect with an international partner.

Your name: ______________________ Date: ________ Today’s international partner: ______________________

1. **What topics were covered today** (from UNL and/or from international partners):

2. **List the questions you asked today**: include who you addressed them to and the answer:

3. **List questions asked by our partners**: include who asked the question and the answer:

4. What words or concepts were used by UNL students that might not be understood, or misunderstood, by our international partners?

5. What did you learn about the people/culture of our international partners that you did not already know?

6. **Other comments on today’s class**:
COMM 211 – The Global Classroom

Asking and Answering Questions
when speaking to our international partners:

We pay close attention to our questioning behavior when interacting with our international partners. Here are some guidelines:

Speak slowly – not like talking to a child, but less than you would in a “normal” UNL classroom. U.S. Americans speak at about 175 words per minute. This is way too fast.

Ask one question at a time – avoid double-barreled & triple-barreled question. Instead of asking “Where do you want to work when you graduate from college? Do you want to live in Istanbul? Do you want to work in the US?” simply ask “Where do you want to work when you graduate?” The rule should be – ask one question and then stop! You can always ask a follow-up question later.

Keep your questions short – don’t say “I was just wondering, maybe you can answer for me a question I had about people in Turkey, I was wondering how often you go to and attend and pray at a Mosque.” Instead, simply ask “How often do you go to Mosque?”

Try to avoid “fillers” before your question – what I mean by “filler” is phrases such as what was mentioned above, e.g., “I was just wondering....” or “I have a question I want to ask....” Instead, do your best to simply ask the question without including these “introductions” to the question. I’m guilty of this just like you!

Pause before asking the first question after we applaud – when the class applauds, it takes about 20-30 sec. for the “echo” of that to fade from the speakers.

Try to use more “why” questions instead of only asking questions that require just a yes/no or one word answer – for example, instead of asking “do you like American TV shows,” ask “Why do you like Family Guy?”

When you don’t understand or hear an answer, please don’t be afraid to tell them – asking to repeat an answer is OK, and it is OK to ask others in our class if they heard or understood the answer.
Guidelines for video sessions

- In both speaking and group discussion sessions, but especially in group discussions, remember that everyone has an accent, including Americans. That makes it hard for others to understand. Also, the audio is never 100% perfect, and that also makes it difficult to understand. So we must remind ourselves and others on our side to speak slowly and enunciate clearly so no time is wasted on repeating what has been said.

- You will be tempted to watch the video screen when you are speaking, since we like to see how people respond to us. However, you need to look at the camera while speaking.

- The video camera starts by sending an image of the room, and then only sends images of what changes. Therefore, we need to limit our movements. Try not to move around in your chair, play with pencils or paper, or have a lot of unnecessary head movements.

- The microphones are quite sensitive. So, PLEASE, no side conversations while others are speaking.

- In this course there is limited time and opportunity, so efforts must be made to ensure everyone has a chance to voice his/her opinion.

- Some students are shy, and some international students may be very concerned about making errors in speaking English. When this occurs we should encourage that student to share opinions.

- The number one cardinal rule is that faculty and students alike have to be careful in giving respect to each other at all times, in speech, gesture and nonverbal behavior. This is a class where people of different cultures who know little about each other come together in a pretty intense way, and there are surely cultural sensitivities that we must respect. There will be times when we do not feel comfortable with certain aspects about another culture, or disagree, or even disagree strongly, we still have to respect their culture. Most people are patriotic love their country and endorse the values of their own country. Most people are full of the best intentions when they meet people with different cultural values and norms, this class is not the place nor time to show others what is right and what is wrong, to exercise our judgment and place our values on others, or to win over another culture. This a course where we create a virtual environment for our students and faculty to learn about other cultures, to know how young people from different countries feels, and hopefully to build some personal bonds and relationships that will instill a feeling of wanting to know more and even caring about other cultures.

- “Expect the unexpected” in almost every class session. There will be technological glitches and we must be prepared for this and be patient. This is reality when working with new technology.
ACADEMIC INTEGRITY*

Violations of academic integrity are very serious matters and will result in automatic failure of the class, and referral to the proper university officials. The work a student submits in a class is expected to be the student's own work and must be new work completed for this particular class and assignment. Building on your old project or working on a similar topic in two classes is normally fine with this professor; however students must clear this with all professors, present and past, before starting the project. If starting with work done by a group, present or past, students must have permission of all group members to use that work.

Academic dishonesty includes handing in another's work or part of another's work as your own, turning in one of your old papers for a current class, turning in the same or similar past or current paper for two different classes, presenting a group project as your work solely, purchasing or otherwise obtaining research or papers written by another and turning that work in as your own. Using unauthorized notes or other study aids or otherwise obtaining another's answers for an examination represents a breach of academic integrity. Sanctions are applied whether violation was intentional or not. You must keep all original data for projects for at least six months (i.e. articles, questionnaires, interview tapes) and be prepared to present them to the professor when asked.

Plagiarism means intentionally or knowingly representing the words or ideas of another as one's own. This includes your own previous work. Plagiarism includes quoting or paraphrasing from other sources without acknowledging/citing the source of your information or presenting quoted material as your own words. You must be very clear about attribution of sources and you must know how to cite sources in a paper. Students who are unfamiliar with how to cite sources should purchase a style manual such as APA (American Psychological Association). Claiming lack of knowledge about standards for writing is not an acceptable excuse for plagiarism.

Dr. Stephen Cooper of Marshall University has this to say about plagiarism: “Plagiarism is a fool's shortcut. Not only do you cheat yourself of the opportunity to learn and grow, but also you expose yourself to severe academic penalties. Plagiarism is dishonest. In the I Ching there is a saying that sincerity inspires respect. Earn your self-respect through your own effort.” Academic dishonesty hurts us all. It makes a mockery of what we are all doing here. The penalty is severe and it can hurt you now and in the future. Please do not do it. No one wants to see you have these kinds of problems with your work, so please start assignments early and seek help when you need it. Come to a faculty member for help if you are at all unsure about any of these issues or seek help at the UNL Writing Assistance Center: 472-8803, Andrews Hall 129.

NOTE: also, See additional information from UNL Dean of Students: http://go.unl.edu/academicintegrity

*prepared by Dr. Dawn Braithwaite, Willa Cather Professor and Professor of Communication Studies, Dept. of Communication Studies, University of Nebraska-Lincoln. Used by permission.
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Also see:


*Careers in International Affairs, 9th Edition,* (2014) – Prepared by the School of Foreign Service, Georgetown University.
Directions to my office at the Center for Great Plains Studies:

My office is in the Center for Great Plains Studies, Hewit Place, on the University of Nebraska-Lincoln's City Campus [1155 Q Street]. Off-street parking is available at Que Place Parking Garage next to Hewit Place. Enter at the east corner of 11th and Q Streets (by the statues of Lewis & Clark and unnamed Indians) and take the elevator to the 5th floor. I’m in Room 504.

My office phone is (402) 472-6178.
My email is: cbraithwaite2@unl.edu