



**EDUC 402
Communication in a Global Context
Fall 2015**

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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbook(s) Required:

The exams are over the text content. You cannot do well if you do not have the text.
Jandt, F.E. (2013). *An Introduction to Intercultural Communication: Identities in a global community*. 7th edition. Thousand Oaks, CA.

Course Description:

EDUC 402 *Communication in a Global Context* (6 semester hours) addresses communication topics and contexts in a global and cultural society with a focus on the integration of varying perspectives.

Student Learning Outcomes:

EDUC 402 *Communication in a Global Context* is intended to address the following COURSE learning outcomes. The engaged learner will:

- Explore styles of communication based on context including the importance of individual, group, work and other related communication settings
- Identify communication variables and barriers
- Understand communication in context of culture
- Investigate cultural values and the influence of subcultures
- Compare cultural and global patterns of communication
- Prepare students for an Interconnected World
- Students will be able to view themselves as engaged citizens within an interconnected and diverse world
- Practice and demonstrate communication skills in a global and virtual community

COURSE REQUIREMENTS

Course Expectations and Participation:

- Active participation in this web-based course is required. It is recommended that you login and participate in the course daily.
- Participation will vary depending on the task (reading course materials, posting a comment, reflecting on a discussion thread, etc.) required when you login.
- You have maximum responsibility for your learning and involvement in the class.
- It is important that you keep up with the course materials and deadlines.
- You are expected to contribute a high degree of participation and engagement with the course content to positively impact the learning experience for everyone.
- You are expected to incorporate knowledge gained from the text, personal experiences, peers, and other resources to formulate ideas and your contributions.

Active Learning Approach:

In the active learning approach, the student plays a dynamic role in learning by exploring issues and ideas under the guidance of the instructor. In this case, you will be encouraged to broaden your approaches to thinking and asking questions, searching for answers, and interpreting information. Using an active learning approach will more likely result in a better understanding of the information presented and long-term retention.

Instructional / Methods / Activities Assessments

A variety of instructional methods will be utilized to provide meaningful learning experiences, including group problem-solving activities, self-assessments, independent research, and case studies. It is vital that support material is read and that you actively participate in class discussion, activities, and case studies. Course readings, discussions and reflections, rather than lecture, will be the primary method of instruction for the course. Therefore, it is imperative that you use your voice to share your perspectives, experiences, and concerns.

1. Lesson module exams [100 points each] – (for chapter text)

When you take the exams, make notes regarding the questions and your responses. You are responsible for determining the accuracy of your answers. You are also responsible for the identification of reasons a particular question may have been missed. While this is not good pedagogical practice, this is solid andragogical practice. I want you to take responsibility for your learning. Each exam may be taken only once.

2. Discussion participation [50 points each] -

A grade will be assigned for participation in the discussion group for each module. You must participate/post in each discussion thread/activity in the module to receive credit for the module. However, only one thread or activity will be selected each week for grading. Full credit will be given according to the following:

- Quality of writing – responses are free of grammar, spelling or punctuation errors
- Frequency/Timeliness – participates throughout the week on several different days
- Initial Posting – response fully addresses all aspects of the question/prompt
- Follow-Up Postings – posts reflect upon comments from others and integrate different views to take the discussion deeper (at least 2 peer responses required for full points)
- Organization – thoughts are presented in a clear and logical manner, with details connected

- Substance – no fluff posts such as ‘I agree’, the posts must provide value to the class or they have no value to your grade.

Reponses are not merely a restatement of information or ideas already presented. You are expected to present new ideas for consideration, pose questions to **explore a topic** deeper, and/or **add to perspectives** presented.

Most of the modules are open for seven days. For each topic, you are expected to post an initial response by the third day at 11:59pm and respond to at least two additional posts in each topic thread/activity by the sixth day at 11:59pm. For example, if the module opens on Monday then you have until Wednesday at 11:59pm for the initial post and Saturday at 11:59pm for the follow-up posts.

3. Reflection [50 points each] –

Most modules will require that you post thoughts to the journal (at least 250 words per entry). The same grading methodology used for the discussion will be utilized for reflection activities. In order to receive credit you must thoroughly address each item in the prompt for the reflection.

4. Self Assessment Profile [100 points] –

You will take at least one individual personality/profile assessment and reflect on the results. This will identify areas of self-awareness and inform your personal communication styles and preferences. The Myers-Briggs Type Indicator (MBTI) is most often used for individual personality assessment. Complete a free online assessment to identify your Myers-Briggs Type (see *** links below). A few sites are listed for reference:

<http://www.teamtechnology.co.uk/tt/t-articl/mb-simpl.htm> ***

<http://www.humanmetrics.com/cgi-win/jtypes2.asp> ***

<http://www.keirsey.com/>

<http://www.typelogic.com/>

Write a **2-4 page** paper addressing your findings. Include the following in your report:

- I. What is your MBTI type and the personality traits/characteristics typically associated with the type
- II. Do you agree/disagree with the results. Explain.
- III. What are the corresponding challenges and strengths?
- IV. Based on the results of the assessment, other’s perception of your communication and your personal interpretation, what does this mean for you as a communicator?
- V. Given this information, what is your plan of action as an individual communicator?

5. Individual Introduction Presentation to Group

Using the information from the Self Assessment Profile, create an 8-10 slide presentation to introduce yourself to your group. The presentation should include the significant items from the Self Assessment Profile and a brief overview of you as well. This assignment must be completed in order to receive credit for the Group Analysis Discussion and Presentation.

6. Group Analysis Discussion and Presentation [100 points]

You will evaluate the individual presentation submitted by each member of your group. There should be a discussion topic named after each person in the group, which is where every member of the group will provide input. Review each group member’s *Individual Introduction Presentation* and provide your perspective, input, and feedback on the content based on the personality reference sites listed above. Each group member must participate in each individual’s discussion in order to receive credit for the assignment. The expectations for this discussion are the same as the module specific discussions. Using this discussion as a tool, you will work as a group to create a presentation PowerPoint, Prezi, etc.) that addresses the

following:

- I. What personality types are in the group
- II. Strengths of the group based on the individual personalities presented
- III. Challenges of the group based on the individual personalities presented
- IV. What is the plan of action, as a group, to address the challenges and balance the strengths?

7. Cultural Event Paper [100 points] –

Attend (virtually or live) a cultural event (different from your culture) and reflect on the experience. Examples of programs can be found at museums, libraries, corporate training departments/programs, higher education, community colleges, religious organizations, and community centers. Write a 3-5 page paper addressing the following items: describe the program/event, purpose of the program, who was the target audience, how was the program presented, what new knowledge did you gain and how has attending this event influenced your intercultural communication.

The paper may be submitted at anytime during the semester. However, it must be submitted by the due date. You are expected to use course readings, materials and other sources to analyze what you experienced.

8. Interview Assignment [100 points] –

Find someone from a different cultural and language background and interview him or her. Seek to learn about his/her culture, his/her personality and his/her perspective regarding communication. Address the following items during the interview: cultural background, language background, personality traits/characteristics, and their perspectives regarding communication including strengths and challenges.

Reflect on the experience and write a 3-5 page paper addressing the items listed above and add the following: overview of the person, relationship to you, how did you meet/know this person, what new knowledge did you gain and how has this knowledge influenced your communication.

**This assignment has to be uploaded to your ePortfolio for credit (Yes, you must have an ePortfolio to complete this assignment. The ePortfolio is one of the program outcomes for this degree.

9. Group Project Presentation [100 points] –

Each group will develop a presentation using multimedia content addressing the topics covered throughout the course. As topics are addressed in the course, it is recommended that the group members make assignments applicable to their final group project to gain feedback and group consensus.

The presentation should address a minimum of 5 concepts/topics with the following items included for each concept/topic:

- I. A multimedia clip highlighting/addressing the topic/concept – this can be a commercial, tv show, movie clip, video, podcast, etc.
- II. Identify concept(s)/topic(s) being addressed
- III. Overview of the concept/topic
- IV. Explain how the clip addresses the topic/concept

The final presentation should be no more than 15 slides.

Formatting guidelines for written assignments: (in this class and all others in the program):

The writing center can assist you if you are having difficulty with APA 6th edition and basic writing skills:

- Your name must be on all written submissions.
- 12-point Times New Roman font; double spaced; 1" margins
- Assignment saved using the assignment name AND your name for example:
- Self Assessment Jane Doe.doc
- No first person in written assignments (first person is fine in discussions and journal entries but not in other assignments or group projects). Scholarly writing is not in first person as it is too conversational and familiar. Everything that can be written in first person can be more effectively written in third person.
- No grammar, capitalization, or punctuation errors. Failure to capitalize and format sentences appropriately will result in serious deductions as this is a college class and not a text.
- Properly support ideas and opinions with quality resources (NO WIKIPEDIA!). All written assignments (papers, group work) must have a minimum of 3 quality references. Failure to use quality references will result in a very low grade due to serious deductions as this course is not about personal opinions, but about the student's ability to support opinions with quality resources and think critically about a subject.
- All ideas must be supported by in-text citation that is inside the sentence it supports. Failure to use in-text citation will result in extremely high deductions and the possibility of a conduct violation for plagiarism. Absolutely all ideas that were inspired by another MUST be cited or you have plagiarized. Plagiarism is stealing and conduct unbecoming a college student. To properly cite sources review the following sample sentences showing a general reference and a direct quote (Notice where the period is in each example and make sure yours is placed the same way):
 - General reference samples (note placement of the date after the author and the period to close the sentence with no period preceding the citation):
 - Andragogy, first identified by Knowles (1969), is the concept that adults learn differently than children.
 - The use of virtualization and open source software can offer online students the ability to practice hands-on techniques in every class (Pheils, 2011).
 - Direct quote samples (note the quotes stopping prior to the citation, the in-text citation includes a page number for all direct quotes, and the period closes the sentence and there is no period earlier in the sentence):
 - "Virtualization opportunities beyond course content include collaboration and competition, providing valuable skills and learning opportunities to students securing jobs and support of the lifelong learning concept" (Pheils, 2011, p. 273).
 - Large quotes over 40 words should be avoided. If there is a valid reason to include one in our writing it must be indented on both sides, omit quotes, and include the citation at the end as in this example:

Virtualization is not without potential drawbacks. Issues with virtualization deployment include a need to train students in how to use the virtual equipment and environment. Depending on the host system and virtualized host used, the use of the three keys [ctrl] + [alt] + [del] may not have the desired effect depending on which virtual host is used.

(Pheils, 2011, p. 275)

The following final grading scale will be utilized to determine the final grade based on the average of your course work:

A = 90 to 100

B = 80 to 89

C = 70 to 79

D = 60 to 69

F = under 60

Module assignments must be submitted within established open and closing dates. Late work will not be accepted. Modules will not be reopened to permit completion of late work. Assignments not submitted within due dates will receive a grade of zero.

TECHNOLOGY REQUIREMENTS

This is an online, fully digital course and some obvious technological resources will be required.

Access to a computer with

- o Internet access (high-speed preferred)
- o Speakers so you can hear audio enhanced assignments
- o Microphone for presentations and virtual communication
- o Word processing software (Microsoft Word preferred) and presentation software like PowerPoint

As a student enrolled at Texas A&M University-Commerce, you have access to an email account via myLeo - all my emails sent from eCollege (and all other university emails) will go to this account, so please be sure to check it regularly. Conversely, you are to email me via the eCollege email system or your myLeo email as our spam filters will catch yahoo, hotmail, etc. and I will not check for your email in spam. Emails without a subject will be answered last as time allows. (Hint: Always include a relevant subject line that identifies the class you are in!)

ACCESS AND NAVIGATION

eCollege Technical Concerns: Please contact the eCollege HelpDesk, available 24 hours a day, seven days a week. by sending an email directly to helpdesk@online.tamuc.org. You may also reach the HelpDesk by calling (toll-free) 1-866-656-5511, or through the Online Chat by clicking on the "Live Support" tab within your eCollege course. Your instructor is not able to help with connectivity issues or upload errors.

Course Concerns: If you have questions pertaining to the content of this course (e.g., questions about an exam, about course due dates, etc.), please contact your instructor via email, through the "Virtual Office," or during office hours.

Other Questions/Concerns: Contact the appropriate TAMU-C department relating to your questions/concern. If you are unable to reach the appropriate department with questions regarding your course enrollment, billing, advising, or financial aid, please call 903-886-5511 between the hours of 8:00 a.m.- 5:00 p.m., Monday through Friday.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

Participation & Communication: I expect each of you to be active and thoughtful participants within the learning environment (eCollege) and your learning community. You may expect the same of me. This includes completing the extensive readings related to course topics, team and/or individual research proposal topics and participation in proposal revision activities (submission of individual draft sections and evaluation of draft sections from other class members).

1. Email is the best way to reach me as I check it daily. Please do not send me panicked last minute emails with the word HELP!!!!!!!! in the subject line. **HOWEVER.... in order to avoid duplication of questions and answers I prefer that you post all class related questions in the Q&A forum provided each week. It is likely that your peers will have the same question. Emails of a personal nature should be sent to my email address via eCollege.**
2. Or if you want to talk via phone, you may contact me via cell phone, the number will be provided in the courseroom. It is never posted in the syllabus as this becomes a public document.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

The following items are standard expectations to be posted for all courses.

A. Class Participation:

Systematic and timely on-line participation is expected. University policy notes that excused absences include (i) participation in an authorized university activity, (ii) illness verified by a physician, (iii) death in the immediate family, and (iv) verifiable, official court appearance. Keep in mind that this course has been developed to allow maximum flexibility in regard to your online access. You are not required to logon at specific times on specific dates. You will work with other members of the class on specific tasks; however, this activity is determined by the group.

B. Assignments Submitted by Deadlines:

Assignments are due as stated. Class participants are strongly recommended to participate in their assigned groups. Numbers generate strength. Teaming is an essential soft-skill in every academic environment. Individual team members will be evaluated; however, teams often rise or fall together. Every team should select a lead member. Problems regarding team participation should be discussed with the course instructor. Under no circumstances should team members be allowed a free-ride at the expense of other members.

C. Courtesy and Respect:

Student Conduct: All students shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment (See Student's Guide, Policies and Procedures, Conduct). EDUC 401 is an undergraduate level course. The course will require your best effort. Course demeanor is that which is expected at the university level. PLEASE KEEP IN MIND THAT THE COURSE E-MAIL IS NOT A FORUM FOR COMPLAINT! Several have been embarrassed when discovering that these e-mails come to the instructor.

D. Academic Honesty:

Academic work submitted by you (such as papers, assignments, reports, tests) shall be your work or that of the team and referenced in part or in whole to the correct source. Submission of commercially prepared materials is unacceptable. Moreover, participants shall encourage honesty in others by refraining from providing materials or information with knowledge that these materials or information will be used improperly. Violation of these academic standards may result in removal or failure. Please see the TAMU-C Graduate Catalog and the Publication Manual of the American Psychological Association. Students are expected to use conventions noted in the APA Publication Manual, 6th edition, for citing sources.

Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty, which includes, but is not limited to plagiarism (the appropriation or stealing of ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments) and abuse (destruction, defacing, or removal) of resource material. (Texas A&M University Commerce, Graduate Catalog).

E. Dropping the Class:

If you need to adjust your schedule by dropping this course, please follow university procedures to officially drop the class. If you fail to officially drop the class, a failing grade shall be assigned at the end of the course. Incompletes: Per university policy is granted only for circumstances beyond student's control which prevented the student from attending classes during Finals Week or the preceding three weeks (Policy A 12.07, 1998). The extension cannot exceed one semester. Failure to fulfill plan requirements within the specified time will result in an F.

F. Course Communication

Course communication will occur through your MyLeo Account. You will need to regularly and systematically review your e-mail on a timely basis.

G. Students with Disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835**

COURSE OUTLINE / CALENDAR

EDUC 402 consists of 15 online modules. These modules will be available on the indicated dates. **The modules will NOT be accessible BEFORE or AFTER the indicated dates.**

Each module will include lecture material, presentation, and/or discussions. You will need internet access capable of accessing and viewing the indicated discussions.

Once a module is opened, the module will remain open, then closed as indicated. This is done to help the entire class stay on track. While I realize that some may work ahead, the purpose is to bring the entire class along. To work ahead utilize the textbook.

Module	Date Open	Date Close	Topic/Activity
1	August	August	Introduction and Overview Self-Assessment
2	September		Defining Culture and Identities (Ch 1)
3	September	September	Understanding Face-to-Face and Mediated Communication (Ch 2) <i>Self Assessment Profile Due</i>
4	September	September	Culture's Influence on Perception (Ch 3) <i>Individual Introduction Presentation to Group</i>
5	September	September	<i>Group Analysis Discussion and Presentation</i>
6	September		Barriers to Intercultural Communication (Ch 4)
7	October	October	Language as a Barrier (Ch 6)
8	October	October	<i>Cultural Event Paper Due</i>
9	October	October	Dimensions of Culture (Ch 7)
10	October	November	Dominant U.S. Cultural Patterns (Ch 8) <i>Interview Assignment Due</i>
11	November	November	Culture and Gender (Ch 10)

12	November	November	<i>Group Project Due</i> <i>Group Project Discussion</i>
13	November	November	Contact Between Cultures (Ch 11)
14	November	November	Nonverbal Communication (Ch 5)
15	December	December	Reflection and Wrap-up

Modules open at **12:01am on the scheduled date and close at **11:59pm** on the scheduled date.

Note: Keep in mind that the above schedule is subject to change at the discretion of the instructor

Each module may include discussions of various topics. The discussions are likely to utilize voice over PowerPoint and may reference materials available on the Internet. Do not assume the assignments or contents of each module will match other modules. Every module is unique to the material covered.

This course is very rigorous. In collegiate level education, the responsibility to learn falls squarely on the student. I want you to be successful. I want each of you to fully master this material. Keep this in mind as you consider the following.

The goal in this course will be to abandon the pedagogical model in which the teacher is the keeper of all knowledge. The pedagogical model should be replaced by andragogical model. You must take charge of your own learning. Work in groups. Share your ideas with others. Help each other. By building a viable cohort of friends, companions, and compatriots, you will do more than master this course. You will master all future courses and successfully navigate the waters of education to their desired end.

Every member of the class is admonished to keep up with the materials. Do not miss the deadlines. Every learner is individually responsible for staying on track.

Establish rules for the operation for your group. Hold every member accountable. Do not cover for anyone who does not participate! Each group is free to go through the stages of storming, forming, and norming. I suggest getting to the norming stage as quickly as possible. **DO NOT LET A NON-PARTICIPANT HOLD BACK THE PROGRESS OF YOUR GROUP.** Set due dates and require all members of the group to comply. I know that working in groups is frustrating; however, the modern workplace is about group work. Teaming is a critical 21st century skill for success in today's world.