

Writing Across the Curriculum

Writing Intensive Certification Portfolio

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Portfolio Questions

A. *What makes a course writing intensive and why are these courses necessary?*

Writing Intensive courses incorporate writing into the broader pedagogical goals of a course. Writing intensive practices are necessary because they help students identify what they have learned in a text as they write about it as well as help them learn about writing. My writing intensive course is Intercultural Communication. This course fulfills the college's oral communication requirement and is taught as a hybrid. I believe writing intensive principles are appropriate for hybrid courses because the writing requirements and expectations are clearly different from traditional classroom learning. Adding WI learning outcomes to the syllabus could increase student preparedness and retention. Reading is another important requirement of hybrid courses. Some students do not like to read or see the value of purchasing a textbook. The act of learning to write or thinking about a text also improves the way students approach reading.

B. *How does your WI section differ from a non-WI section of the same course? What percentage of the final grade is derived from writing assignments?*

Communication courses are typically taught with a special emphasis on developing students' oral skills. The added WI category shifts some of the focus to students' writing skills. The way my revised syllabus differs from a non-WI communication course is 1) the amount of writing; 2) the multiple writing/learning strategies for improving writing; and 3) the relationship students form with a text or their own writing. The breakdown of written assignments/written participation is 70% of the total grade.

C. *What are your course outcomes and how do you plan to use writing to achieve them?*

Students within WI sections will be given a variety of writing assignments throughout the semester that will be integrated closely with the learning objectives in the course. The goal is to help students practice writing by giving them opportunities to use writing as a tool for learning, and by introducing

them to WI practices and strategies. For example, my revised syllabus includes formal/informal writing assignments, revisions (peer review), scaffolding, active learning (no tech strategies), annotation, reading activities, group work, cue cards, and brainstorming.

Intercultural Communication WI learning outcomes:

- Develop and articulate content knowledge and critical thinking through frequent practices of informal and formal writing.
- Demonstrate knowledge/understanding of audience expectations, ethics, and conventions appropriate to written communication in both online and face-to-face class.
- Demonstrate the ability to write at least 15 pages through multiple aspects of writing, including brainstorming, drafting, using sources appropriately, and revising comprehensively after receiving feedback on a draft.

D. *What is your approach to scaffolding writing assignments?*

Students in Intercultural Communication are required to complete a research paper, *Other Culture Interaction Project* (8-10 pages). The project is completed in five scaffolding steps. Two of the five steps include peer review work: one annotated bibliography and one peer review draft workshop. The annotated bibliography is a low stakes scaffolding assignment. Students will provide feedback on source credibility, relevance, congruency with thesis, and timeliness, as well as how well the work meets the criteria of the assignment (APA or MLA citation, and number and variety of sources). The draft workshop is also low stakes but more involved. Students will work in small groups while they participate in the review process (revising, editing, and face-to-face feedback). Overall, students will improve their writing through scaffolding assignments and analysis of various techniques of writing (e.g., textual interpretation, argument analysis, annotation, peer feedback).

E. *What is your strategy for grading student writing?*

My approach to grading student writing includes creating low and high stakes writing criteria and using rubrics when necessary. See samples in the following section.

F. Reflections on the WI certification process.

I enjoyed the WI certification process because it introduced me to the various ways students write to learn and learn to write. I look forward to practicing some of the methods I learned from the online workshop.

ASSIGNMENTS

I. Writing Intensive Syllabus

Revised Learning Outcomes

Students in Writing Intensive courses shall:

- Develop and articulate content knowledge and critical thinking in the discipline through frequent practices of informal and formal writing.
- Demonstrate knowledge/understanding of audience expectations, ethics, and conventions appropriate to written communication in both online and face-to-face class.
- Demonstrate the ability to compose a document of at least 15 pages through multiple aspects of writing, including brainstorming, drafting, using sources appropriately, and revising comprehensively after receiving feedback on a draft.

Informal writing assignments in this class consist of in-class writing (brainstorming, cue cards, group work, minor drafting, peer feedback) and out-of-class writing (weekly blackboard forums, response posts, 5 prepared class discussion questions, two outlines for brief oral presentations, and in-class writing.)

Formal writing assignments in this class consist of research papers, essays, and formal presentation outlines. All formal written assignments are to be neatly typed—12 Font, double space, one-inch margins, stapled. All writing assignments will conform to this format. Deviations from the assigned criteria will adversely affect your grade.

II. Effective Design: Sample Assignment

(Includes scaffolding, plagiarism, and peer review strategies)

Assignment: Other Culture Interaction Research Project

The purpose of this assignment is to explore and understand the ways in which culture influences the way we communicate and form relationships with others. The assignment is also designed to help you improve your ability to communicate competently in cross-cultural interactions. The assignment requires you to have an intercultural interaction with someone from a culture different than your own, read about that different culture in depth, gather primary and secondary research, reflect upon the data, and write a comprehensive paper. Your paper should be between 8-10 pages. You should use at least three credible written sources, and cite these using APA or MLA style. The paper should be addressed to a general audience of college-educated, non-specialists.

This assignment will have five steps. If you miss any of these, your final paper grade will automatically lose half a letter grade (e.g. from A- to B+) for every missed step in the process.

Step 1: Topic Proposal (Week 3). The first step in completing this assignment is to choose a distinct cultural group to examine. It may be broad— a specific ethnic/racial group, or narrow—gender or age within a specific group. You may locate people from different cultures on campus, in your neighborhood or at work. The topic proposal requires a brief statement about the relevance of studying this culture (societal and personal), a study design, one source and a bibliography. The

study design explains how you plan to collect current information for your project. You will be examining the culture from a local perspective and will need to provide first-hand and published data. For example, who do you plan to interview someone? What events or special occasions do you plan to observe/participate? The proposal should be 1 ½ - 2 pages, typed, 12-font, and double-space. *You will share your topics and receive oral peer feedback during an informal oral briefing with Q&A.

Step 2: CITI Certification (Week 4): You are required to complete CITI CUNY IRB Certification online. Details provided in class.

Step 3: Annotated Bibliography (Week 12): The purpose of this assignment is to help you locate scholarly research for the Other Culture Interaction Project. This assignment requires two articles that reveal something about the culture's social/political history, migration patterns, conflict, and communication style or in-group identity, to name a few. This assignment will fit into your final project. Make sure to 1) a brief summary for each article (5-6 sentences), and 2) 1) follow MLA or APA citation formatting for each article. *You will participate in a peer review group activity before finalizing and submitting your annotated bibliography for a grade.

Step 4: Draft Fieldwork notes/Interview Transcripts (Week 13): You are required to submit a working draft of field notes, observations, and transcribed interviews. This working draft should be typed and double space. Details provided in class.

Step 5: Other Culture Project (Week 15). The final draft combines sources from the annotated bibliography and transcripts/field notes. *Students will participate in a peer review draft activity before finalizing the paper for a grade. The final paper requires a 6-8 minute oral presentation with PowerPoint and material objects (if applicable). You will submit your paper through Turnitin.com.

Evaluation: Your final grade is assessed by your overall effort and ability to 1) research your topic; b) participate in ethnographic fieldwork; c) maintain ethical behavior as you observe and interview people different cultures; d) evaluate cultural myths and stereotypes, and assess you findings using key terminology and concepts learned in class; e) demonstrate effective writing mechanics and style; and f) present an organized and interesting oral report of your findings.

III. Avoiding Plagiarism: Sample Assignment

Assignment: Locating Intercultural Communication.

You will locate a cultural situation in the news or social media to share with the class. The assignment requires a typed, 1 ½ -2 pg., double-spaced summary (in your own words) describing what you located and learned. A reference page and hard copy of the article or text is required. You will present your work in a 4-5 minute oral briefing. This assignment will have five steps. If you miss any of these, your final paper grade will automatically lose half a letter grade (e.g. from A- to B+) for every missed step in the process.

1. Locate a current intercultural communication situation/conflict in real life. Search newspapers, websites, or social media (you are required to provide documentation of some sort). The situation can be local, national, or international.

2. Briefly describe the intercultural context (topic, setting, participants, audience, conflict or problems)
3. Briefly describe the type communication in which the participants used (conflict styles, languages, nonverbal, in-group communication, to name a few) and any communication from external forces that influenced how they communicated.
4. Briefly analyze the outcome: Was the communication successful? Why or why not? Did you observe or believe that there were conflicts in values, competence, language barriers, ethnocentrism, stereotypes, racism, or other issues?
5. Provide a brief recommendation to improve or solve the intercultural communication in this situation.
6. Prepare and practice your oral presentation at home. Use notecards or a speaking outline to stay within the 4-5 time limits.

IV. Creative Classroom: Sample Assignments

1. Brainstorming: Question generating midterm activity.

The goals of this assignment include:

- Encouraging students to act as agents of their own education.
- Encouraging students to discover their own (informed) ways of approaching writing tasks
- Exposing students to various learning strategies
- Giving students a sense of ownership in the midterm process
- Preparing students for the midterm

*Students will be informed to bring their reading materials to class.

Step 1. Divide students into six groups.

Step 2. Assign each group a chapter from the textbook and/or an article.

Step 3. Give students 15 minutes to quietly (individual work) brainstorm topics, themes, concepts, terms, events, or people from the text, and write down as many of their ideas as possible.

Step 4. Instruct students to work together to generate two essay style questions for the midterm (instructions provided in handout). Groups will also create a study sheet from their combined brainstorming list.

Step 5. Each group will spend 5 minutes briefing the class about their work. For example, they can discuss what they learned and what needs more clarification.

Step 6. Groups will upload their questions and list to blackboard discussion forum.

2. Cue Cards: Identity Notebook Feedback

Step 1. Provide students with large index cards.

Step 2. Give them 10-15 minutes to free write a response to the Identity Notebook reading/sharing activity. What did they learn from reading other notebooks? What were the strengths of the experience? How could the experience improve?

V. Reading Strategies: Sample Assignments

1. *Question-Answer Relationship (3 strategies):* Weekly Discussion Board Reading and Writing

Assignments (Informal). This hybrid course requires you to read weekly course material and participate in the online portion of the class, including responding to both the professor and classmates. Discussion board questions are designed to increase your comprehension of the reading material. Some questions will require you to *think and search* different places in the text and to combine information. Other questions will require you to synthesize themes/topics *from the author*, and then formulate an answer from *your own* evaluation of the information. Finally, there will be short answer questions that require you to formulate *your own* opinions of the text by drawing your prior experiences and knowledge.

2. *Questioning the Author:* In-Class Discussion Questions (Informal)

You will prepare an in-class discussion question as part of your weekly reading/writing assignment. In-class discussion questions are designed to help you construct meaning from the text by analyzing the author's purpose in the writing. Questions will draw from points made by the author; (b) if you disagreed with any points and why; (c) if there were any confusing points which needed clarification (d) something completely new about the text that you found helpful.

VI. Minimal Marking/Effective Grading: Peer Review Plan and Matrixes

1. *Peer Review Plan for My Classroom*

My course has two peer review assignments: one annotated bibliography and one peer review draft workshop. These assignments are also part of the scaffolding process for the semester long *Other Culture Interaction Research Project*. The peer review process will begin with the annotated bibliography assignment. This is a low stakes assignment. Students will provide feedback on source credibility, relevance, congruency with thesis, and timeliness, as well as how well the work meets the criteria of the assignment (APA or MLA citation, and number and variety of sources). The draft workshop will be the next phase of the peer review process. Students will work in small groups while they participate in the review process (revising, editing, and face-to-face feedback).

Learning Objectives: Upon completing these assignments, students should be able to:

- Understand the basics of writing a research paper (building a thesis statement, transitions, introduction/ conclusion, use of research/sources to support their points, MLA or APA citation)
- Analyze arguments, rhetoric, and evidence in a piece of writing
- Revise, edit, and rewrite their own work to address important points for a specific purpose and audience
- Work in groups effectively
- Demonstrate ethical and professional communication during all oral and written peer interactions
- Provide constructive and insightful feedback

Step 1: Show students You Tube clip [Peer Critique: Creating a Culture of Revision](#) on how to write helpful critics of each other's work, followed by a facilitated discussion and writing activity.

Step 2: Hand out with tips for successful peer review

1. Ask questions as an interested reader.
2. Focus on global aspects: allows reader to identify the central goals of the text (purpose, audience, organization), in order to ask key questions.
3. Focus on local aspects: allows reader to pay close attention to sentence level items and final editing.
4. Use language from assignment criteria (thesis, evidence, concepts, theory, sources)
5. Offer reasons for positive statements and rephrase negative statements with I statement. Avoid “sounds good” or other vague language.
6. End note: short paragraph with comments and suggestions.

Step 3: Arrange students in teams of 3. Provide groups with peer review worksheets with guiding questions.

Examples of guiding questions:

- What is the thesis of the paper and is it effective? Why or why not?
- What are the main points of the essay?
- How well is the information organized? How could the organization be improved?
- What types of transitions is the writer using?
- Are there any points that are not making sense? How could they be improved?
- What part of the essay do you believe that the student is doing well? Why?
- What conclusion/ introductions strategies are used? Are they effective? Why or why not?
- What evidence does the author give for that point?
- What advice might you give to the writer?
- How would you word this advice?
- Are the sources cited properly? If not, how can we correct the citation

2. *Sample Writing Rubrics*

Low Stakes Writing Rubric

Criteria	Proficient	Fair	Not Evident
Main idea/Thesis	Main/Topic idea sentence is clear, correctly placed	Main/Topic idea sentence is either unclear or incorrectly placed	Main/Topic idea sentence is not evident.
Content	Well developed and interesting. Answered all questions/criteria with logical arguments. Supporting detail sentences relate back to the main idea. Good use of examples and explanations.	Meets basic standards, but your ideas need fleshing out. Or you only partially answered one or more questions. One or more arguments are weak. Supporting details need strengthening. More examples or explanation needed.	Does not meet word limit and/or needs more development to flesh out your ideas, and synthesis the material. Supporting detail sentences does not relate back to the main idea.
Supporting Material	Used your own language and cited appropriately when necessary.	More of your own language needed. Some citations from the readings were used to support	Not enough of your own language. Did not fully answer the questions. Did

		your arguments and/or examples.	not properly cite supporting material in your arguments or examples.
Organization of Ideas	Excellent. Well developed. Follows a logical sequence and answers the questions.	Good, but needs clarity and/or more coherency.	Needs improvement. Getting off track, not answering the question, or not enough content.

Sample Low Stakes Writing Assignment

Source Criteria	Excellent	Good	Needs Work
Quantity of sources	Document cites the number of sources outlined in the assignment.	Document is one source under the required number of sources.	Document is two to three sources under the required number of sources.
Quality /Reliability of Sources	All sources cited can be considered reliable and/or trustworthy.	Most sources cited can be considered reliable and/or trustworthy.	Some sources cannot be considered reliable and/or trustworthy.
Variety of Sources	Excellent variety of sources; cites more than four types of sources.	Good variety of sources; cites three types of sources.	Lacking a variety of sources; cites one or two types of sources.
Writing fluency of annotations	All annotations are thoughtful, complete, and well written.	Most annotations are thoughtful, complete, and well written.	Some annotations are well written but some are lacking in completeness, thought, and /or writing quality.
APA /MLA Documentation	Citations are formatted correctly in the document.	There are a few formatting errors in the document's citations.	There are many formatting errors in the document's citations.

Sample High Stakes Writing Rubric

Criteria	Needs Work 60%	Average 70%	Above Average 80%	Excellent 100%
Content	The essay is not objective and/or poorly addresses the issues referred to in the paper. The provided information is not relevant, underdeveloped or not sufficient to support the main ideas/arguments of your paper.	The essay is generally objective and meets the basic requirements for addressing the issues referred to in the paper. The provided information is generally relevant, developed, and sufficient to support your arguments/ideas.	The essay is objective and makes a good attempt to address with an in depth analysis most of the issues referred in the proposed topic. The provided information is generally necessary and sufficient to discuss these issues.	The essay is objective and addresses with a strong in depth analysis all the issues referred in the proposed topic. The provided information is necessary and sufficient to discuss these issues.
Organization	The formatting and/or flow of ideas is disorganized, choppy, and lacks clarity.	The formatting and/or flow of ideas is generally organized, but paragraphs are not well-constructed.	The formatting and/or flow of ideas is organized with well-constructed paragraphs.	The paper is very organized and meets the highest academic standards- well-constructed paragraphs and

Criteria	Needs Work 60%	Average 70%	Above Average 80%	Excellent 100%
Grammar	Intro/body/conclusion not balanced and coherent.	Some areas lack clarity. Intro/body/conclusion not completely balanced and coherent.	Intro/body/conclusion are balanced and coherent.	subheadings. Intro/body/conclusion very balanced and coherent.
	Many grammatical, spelling, or punctuation errors. Take future papers to writing center for improvement.	A few grammatical spelling, or punctuation errors. Take future papers to writing center for improvement.	Almost no grammatical, spelling or punctuation errors. Double check paper before submitting.	No grammatical, spelling or punctuation errors.
Sources	Poor citations. Most of the references used are not important, and/or are not of good/scholarly quality. There is not a minimum of 3-5 scholarly resources, and/or they are not used effectively in the essay. References are not effectively used, and/or correctly cited and/or correctly listed in the reference list according to APA or MLA style. Go to the writing center for future papers.	Below average use of citations. A few of the references used are important, and are of good/scholarly quality. There is a minimum of 3-5 scholarly resources that are generally used effectively in the essay. Some of the references are effectively used, correctly cited and correctly listed in the reference list according to APA or MLA. Go to the writing center for future papers.	Above average citations. Most of the references used are important, and are of good/scholarly quality. There is a minimum of 3-5 scholarly resources that are for the most part used effectively in the essay. Most of the references are effectively used, correctly cited and correctly listed in the reference list according to APA or MLA style. Strengthen formatting for future papers.	All the references used are important, and are of good/scholarly quality. There is a minimum of 3-5 scholarly resources that are used effectively in the essay. All the references are effectively used, correctly cited and correctly listed in the reference list according to APA or MLA

SYLLABUS

Intercultural Communication
COM 2402 (Hybrid Section HD01), NAMM 406

Dr. Scannell
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2pm/by appt.

Humanities Department
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COURSE DESCRIPTION, TEXTBOOKS, LEARNING OBJECTIVES

COURSE DESCRIPTION

This course explores intercultural communication theory and research within social, organizational, and interpersonal contexts. Topics include similarities and differences in values, language, perceptions of time and space, social systems, interethnic and inter-group communication, identity, and adaptation. Students will take part in class discussions, activities, reading, written assignments, field research, and oral presentations (3 Credit Hours; Individual and Society, Prerequisite: ENG 1101, WI).

City Tech designates this course as a “Writing Intensive.” This course provides you with the opportunity to write frequently, learn how to write through multiple modes of writing and in online forums. The WI requirement includes both formal (graded) and informal (non-graded) writing assignments. The majority of your grade in this course will be based on the completion and quality of these assignments. You will have the opportunity to build on some of your written assignments and receive feedback from your instructor and the tutors at the Writing Center. You can expect to write each week.

REQUIRED TEXTS AND SUPPLEMENTAL READING

- Shawn T. Wahl and Juliann C. Scholl, *Communication and Culture in Your Life*, Kendall Hunt Publishing, 2014. ISBN: 978-1-4652-4689-9
Digital purchase through Kendall Hunt at https://www.kendallhunt.com/wahl_scholl/
- The Journal of Intercultural and International Communication, located online in our library database.

Upon successful completion of this course, students should be able to:

- Learn to honor and share their own culture while developing a capacity to be inclusive of many other cultures.
- Progress from an ethnocentric toward an ethno-relative state of understanding and acceptance of cultural differences.
- Identify and appreciate the beliefs, values, and norms of their own culture, and recognize and articulate differences and commonalities in dominant cultural pattern.

- Develop and apply investigative, interview techniques designed to contribute to successful intercultural communication.
- Evaluate cultural myths, ethnocentrism, and stereotypes that surround communication.
- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically, analytically and ethically.
- Produce well-reasoned written and oral arguments using evidence to support conclusions.
- Identify and apply the fundamental concepts and methods of the communication field exploring diverse relationships between the individuals with the U.S.
- Articulate and assess ethical views and their underlying premises.

STUDENTS IN WRITING INTENSIVE COURSES SHALL:

- Develop and articulate content knowledge and critical thinking in the discipline through frequent practices of informal and formal writing.
- Demonstrate knowledge/understanding of audience expectations, ethics, and conventions appropriate to written communication in both online and face-to-face class.
- Demonstrate the ability to write at least 15 pages through multiple aspects of writing, including brainstorming, drafting, using sources appropriately, and revising comprehensively after receiving feedback on a draft.

Informal writing assignments in this class consist of in-class writing (brainstorming, cue cards, group work, minor drafting, peer feedback) and out-of-class writing (weekly blackboard forums, response posts, 5 prepared class discussion questions, two outlines for brief oral presentations.) Formal writing assignments in this class consist of research papers, essays, and formal presentation outlines. All formal written assignments are to be neatly typed—12 Font, double space, one-inch margins, stapled. All writing assignments will conform to this format. Deviations from the assigned criteria will adversely affect your grade.

Writing Criteria for 2000 Level Students

Clarity, Concreteness, and Conciseness
Clarity: write so that your concepts, organization, paragraphs, and sentences are clearly understandable to your audience.
Concreteness: write specifically for your audience in a way that includes examples to support your ideas.
Conciseness: write simply and directly, unless you have a specific purpose for doing otherwise
Organization
Organize the main ideas as detailed in the assignment objectives
Lay out main ideas clearly and support them with specific examples
Connect all parts of your writing with logical, smooth, and understandable transitions
Style
Demonstrate academic standards for formatting, language, and grammar for a 2000 level course.
Sources
Timely and relevant sources. Scholarly journals, credible websites, and newspapers.
MLA or APA Documentation Style

Assessment—A review of student performance conducted by the professor will show if students have met all of the competencies identified for this course. These competencies include written assignments, oral communication, examinations, research projects, online class discussions and posted exercises.

COMMUNICATION

1. BLACKBOARD: Throughout the semester, students are required to access Blackboard, an online course management system that will help them to communicate directly with classmates and instructor, get course information, submit writing assignments, take tests, and access grades.

In order to use Blackboard students must:

Have access to a computer
Have continuous broadband Internet access
Have access to internet browsers: Mozilla, Netscape or Internet Explorer. (Internet Explorer works best with BlackBoard 9.1. AOL users should maximize the Internet Explorer browser and minimize AOL)
Have the ability/permission to install plug-ins or software (e.g., Adobe Reader or Flash) if necessary
Have the ability to download and save files and documents to a computer
Have the ability to open Microsoft files and documents (.doc, .ppt, .xls, etc.)

*Blackboard Mobile is available, but I strongly recommend using a computer for submitting assignments or uploading papers. Cell phones and tablets are not reliable. Always save your work!

Students new to Blackboard are encouraged to attend a free Blackboard workshop (visit G604). Contact Tech Support for Blackboard or Email issues at 718-260-5601 or visit G604

2. EMAIL: Students are required to:

- a) Set up campus email by the second week of class.
- b) Check your campus email frequently during the semester.
- c) Only use City Tech Email to communicating with the professor or classmates. Personal emails are not accepted, but students can easily link them to their campus account. See Tech support.

3. NOTE CARDS: Students are required to use note cards for all oral presentations.

ASSIGNMENTS, GRADES, ATTENDANCE

ASSIGNMENTS

- 1. *Weekly Discussion Board Reading and Writing Assignments* (Informal). Students are expected to contribute well thought-out and relevant content to weekly assignments posted on Blackboard. They are also expected to read weekly course material and participate in online

class discussions, including responding to both the professor and classmates. Discussion board assignments are to be posted to the discussion board, and not emailed to the professor. These assignments are time sensitive for weekly participation/attendance.

2. *Class Response posts* (Informal): Students are required to respond to classmates on the discussion board, and participate in weekly discussions. The instructor will post replies to responses and summary comments at her discretion.
3. *In-Class Discussion Questions* (Informal): Students will bring discussion question to class as part of their weekly reading/writing assignments. Questions can draw from interesting points of the reading; (b) if you disagreed with any points and why; (c) if there were any confusing points which needs clarification (d) something completely new about the text that you found helpful.
4. *Show and Tell* (Informal): Students bring a cultural artifact (object, tool, utensil, piece of clothing, currency, art, to name a few) that represents a specific culture (theirs or another), and share it with the class in a 3-4 minute oral presentation. Students will provide the professor with a 1 page typed outline turned in before the presentation.
5. *Locating Intercultural Communication* (informal): Students will locate a cultural situation in the news or social media to share with the class. The situation can be domestic or international. The assignment requires a 3-4 minute oral briefing and a written (1 ½ -2 pg) summary describing the communication context (audience, topic, setting, conflict or problems). Reference page and attached article required.
6. *Film Response Essay* (Formal): 2 ½-3 page critical essay allows students to demonstrate their ability to discuss key themes in the film and draw from course content. Details provided in class.
7. *Identity Notebook* (Formal): This assignment requires that you create an expressive notebook filled with images that reflect your multiple identities, and a written (4-5pg) narrative addressing specific concepts discussed in class and introduction to students. Details provided in class.
8. **Topic Proposal* (Informal): Within the couple of weeks of the semester, students will choose a topic for the Other Culture Project. The topic proposal (1page; 12-font; double-spaced; sources) includes a brief statement about the relevance of studying this culture, a study design, one current source (if applicable), and a bibliography. Students will also share their topics and receive peer feedback during an informal oral briefing with Q&A.
9. **Annotated Bibliography* (Informal): The purpose of this assignment is to help students locate scholarly research for the Other Culture Project. Locate two articles that reveal something about the culture's social/political history, migration patterns, communication style or ingroup identity. This assignment will be part of your final project. Make sure to include 1)

MLA or APA formal citation for each article; 2) a brief summary for each article (5-6 sentences). Students will participate in a peer review group activity before finalizing their assignment for a grade. Citation and peer review details provided in class.

10. **Draft Fieldwork notes/Interview Transcripts* (Informal): Students will compile notes from their field observations and interviews. Details provided in class. This working draft will fit into the final paper.
11. ***Other-Culture Interaction Project* (Formal): This assignment requires students to have an intercultural interaction with someone from a culture different than their own, read about that different culture in depth, reflect upon it and write about it. This final project is cumulative in that it will demonstrate their ability a) to research your topic; b) to participate in ethnographic fieldwork; c) to maintain ethical behavior as you observe and interview people different cultures; d) to evaluate cultural myths and stereotypes, and assess their findings using key terminology and concepts learned in class; e) to present an organized and interesting written and oral report of your findings. Students are required to complete CITI CUNY IRB Certification. Final project should be between 8-10 pages, including transcripts and annotated bibliography. Students will participate in a peer review draft activity before finalizing the paper for a grade. The final paper requires a 6-8 minute oral presentation with PowerPoint and material objects (if applicable).
12. *Midterm*: Questions based on in-class discussions and selected readings regarding the issues, theories, and concepts of the intercultural communication field. Details provided.
13. *Participation*: 10% of student grades depend on (a) active and timely participation during in class oral/written work, blackboard discussions, and group activities; (c) punctual arrival to class and consistent class presence; (d) punctual submission of graded assignments (written and oral); (e) collegial and cooperative interactions with the professor and peers; and (g) professionally acceptable classroom behavior, including demonstrating ethical communication and avoiding audible and visual distractions during lectures and presentations.

GRADES: All grades will be posted in the Blackboard Grade Center. Final grades in this course are based on the CityTech grade scale. See percentage/point breakdown below:

Assignments	Percentages	Points (Written/Oral)	Writing/Speaking (Formal/Informal)
10 Online Writing Assignments	15%	120 (12 ea.)	Informal
10 Online Response Posts	7.5%	60 (6 ea.)	Informal
5 Discussion Questions	6.25%	50 (10 ea.)	Informal
Show and Tell Cultural Artifact	3%	25 (10/15)	Informal/Formal
Locating Intercultural Communication	6.25%	50 (25/25)	Informal/Formal
Identity Notebook	10%	80 (70/10Visual)	Formal
Film Essay	3%	25	Formal

Topic Proposal*	2.5%	20 (10/10)	Informal
Annotated Bibliography*	2.5%	20	Informal
Field Work Draft*	2.5%	20	Informal
Peer Draft Workshop	1.25	10	Informal
Other Culture Project*	19%	150 (100/50)	Formal/Formal
Midterm	12.5%	100	Written
Participation	10%	80	Written/Oral/Classroom Management
Total	100	800	

Assignments and In-Class Participation	Percentage	Points
Oral Assignments/ Oral Participation	16%	100/30
Written Assignments/Written Participation	70%	520/30

RECOMMENDED ATTENDANCE AND CURRICULUM STANDARDS

This is hybrid course, which means that your learning environment is divided between face-to-face classroom meetings and online classroom meetings. The same approach applies to both classrooms. The college and the Humanities Department recommends reasonable attendance to ensure that you 1) have adequate time in class to reach your General Education Individual and Society learning goals and 2) successfully complete assignment requirements set by the Communication Curriculum. See the student handbook for details.

Students who exceed these recommendations often experience lower grades, poor participation, or incomplete oral and written assignments. Students are required to take the responsibility of keeping track of their own attendance and make an appointment to discuss attendance and punctuality problems with their professor. If the problem is not resolved, students may receive an early intervention notification from the Department of Student Services.

Students are expected to log into Blackboard on designated days/times and participate in classroom discussions and reading/writing assignments. Each required logon is connected to a weekly assignment that must be completed within a specific timeframe.

COURSE PROCEDURES AND EXPECTATIONS

ASSIGNMENTS: Assignments must be turned in on time. Late work can be penalized up to 10%. No make-up exams allowed unless a) students miss an exam due to an emergency that is documented and verifiable; b) students contact the professor as soon as possible. Late assignments will not be accepted during finals week.

PROFESSIONALISM: Students are expected to turn in original work of high standard. Papers will be graded on given criteria as well as on spelling, grammar, and appearance. Students are expected to have read assigned material before coming to class.

CLASSROOM ETIQUETTE: It is expected that students in this class will conduct themselves with good sense, courtesy, and dignity in all course-related activities. This includes your behavior towards other students and the professor.

- Social media and cell phones: Text messaging or checking social media during class has become a serious problem for everyone. Not only is it obvious and distracting to me, but also it disrupts the learning environment for all students—including you! It prevents you from taking notes and paying attention to pertinent information regarding assignments, exams, and course content. Lack of information will result in poor performance and ultimately a lower grade.
- Please note: I will not answer questions or repeat assignment instructions after class for students who are seen using their cell phones during a lecture/discussion.
- Using any form of technology during group work or presentation will result in an absence.
- Repeat offenders will receive lose in-class participation points at the end of the semester.
- Using any form of technology during an exam will result in a failed grade.

NETIQUETTE: It is expected that students in this class will conduct themselves with good sense, courtesy, and dignity in all course-related activities. This includes your behavior towards other students and the instructor. Inappropriate language, salacious remarks, inappropriate overtures toward other students or the instructor will not be tolerated and can negatively affect your grade. Let's start by following these very basic email and Blackboard rules:

- Always identify yourself and the subject matter on the subject bar of the outgoing email. Instructors do not know students by email address.
- Always write with respect and use a tone proper to your role as a student.
- Do not type in all caps. Typing in all caps is considered yelling or screaming online. Various studies on the topic reflect that it is more difficult and takes longer to read text that is typed in all caps.
- In response posts, always provide constructive criticism. Adhere to the required criteria. Do not use language that discriminates, demeans, degrades, or offends. Be culturally intelligent. If you are the recipient of an unpleasant comment, do not respond immediately, if at all. Forward the communication to the instructor.
- Keep the formatting of your messages as simple as possible, avoiding background colors or images, if possible. Using large background graphics that take forever to download, especially if you have a phone connection is considered inconsiderate.
- Do not use the email system or Blackboard to forward private messages that you have received.
- Do not use “texting” language in your email.

CAMPUS POLICIES AND SERVICES

Understanding Plagiarism: The New York City College of Technology Academic Integrity Policy states, “Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion.” (See pp. 73-76 in the student handbook).

The following are some examples of plagiarism:

- Copying another person’s actual words without the use of quotation marks and footnotes attributing the words to their source.
- Presenting another person’s ideas or theories in your own words without acknowledging the source.
- Using information that is not common knowledge without acknowledging the source.
- Failing to acknowledge collaborators on homework and laboratory assignments.
- Internet Plagiarism includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, and “cutting and pasting” from various sources without proper attribution.

**Blackboard assignments must be paraphrased into your own language and properly cited. All major writing assignments and exams will be run through Safe Assign or Turnitin on Blackboard.

Writing Center (located in the basement level of the Atrium): The Writing Center offers free interactive tutorial services for students who need help with writing, grammar, organization, APA/MLA, etc.

Writing Across the Curriculum (WAC) Student Resources:

<https://openlab.citytech.cuny.edu/writingacrossthecurriculum/student-resources/>

Reasonable Accommodation: We are committed to providing reasonable accommodation to students with disabilities. Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Students Support Services (OSSS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student’s eligibility from OSSS, which is located in room A-237. It is the student’s responsibility to initiate contact with the OSSS staff and to follow the established procedures for having the accommodation notice sent to the instructor.

Humanities Department Commitment To Student Diversity: The Humanities Department complies with the college wide nondiscrimination policy and seeks to foster a safe and inclusive learning environment that celebrates diversity in its many forms and enhances our students’ ability to be informed, global citizens. Through our example, we demonstrate an appreciation of the rich diversity of world cultures and the unique forms of expression that make us human.

Course Schedule—May Change with the Professor's Discretion

* BLACKBOARD MEETS ONLINE

Week	Dates	Topics/Assignments	Activities	Reading
1	1/30	Introduction to course/Syllabus/Blackboard	Activity	
	2/1	Communication and Culture/ <i>Groups</i>	<i>Discussion Q1</i>	Ch. 1
2	*2/6	Communication and Culture in Your Life <i>Assign Other Culture Project</i>	Blackboard	Ch. 1
	2/8	Show and Tell Cultural Artifact	Presentations	
3	*2/13	Ethnical Dimensions of Intercultural	Blackboard	Ch. 2

		Communication/ *Topic Proposal Due	Meade Video	
	2/15	Qualitative Data/ <i>Groups</i> /Topics	<i>Discussion Q2</i> Oral Briefing	
4	2/20	No Class---See Conversion Schedule		
	2/22	Culture and Identity/A Class Divided <i>Assign Identity Notebook/ CITI Certification</i>	Blackboard Video	Ch. 3
5	*2/27	Sojourning/ Assimilating/ Acculturating DuBois, Darwin, Kim	Blackboard	Ch. 4/
	3/1	Locating Intercultural Communication	Presentations	
6	*3/6	Intercultural Dimensions of Verbal & Nonverbal Language & Culture	Blackboard	Ch. 5 Hofstede/Hall
	3/8	In class discussion/ <i>Groups</i> /Topics	<i>Discussion Q3</i>	
7	*3/13	Conversing and Relating	Blackboard	Ch. 6
	3/15	Midterm Review	<i>Brainstorming</i>	Chs. 1-6
8	*3/20	MIDTERM	Online	
	3/22	Crossing Borders, 1:12 minutes/ Cultural Issues in Groups	View Film <i>Cue Cards</i>	Ch. 7
9	*3/27	Intercultural Conflict/Genocide Film Essay Due	Blackboard	Ch. 8
	3/29	In class discussion/ <i>Groups</i>	<i>Discussion Q4</i>	
10	*4/10	Identity Notebook Workshop	Blackboard	
	4/12	Identity Notebook Due	<i>Reading/ Cue Cards</i>	
11	*4/17	Social Class/Poverty/ NYC Gentrification	Blackboard/Video	Ch. 9
	4/19	In class discussion/ <i>Groups</i>	<i>Discussion Q5</i>	
12	*4/24	New Media and communication technology	Blackboard	Ch. 10
	4/26	*Annotated Bibs Due	<i>Peer Review Activity</i>	
13	*5/1	Health, Wellness, and Medicine/ Business and Professional Context	Blackboard	Chs. 11-12
	5/3	*Field Notes Due / In class discussion	Activity/Groups	
14	*5/8	Prepare Draft/Presentation	Blackboard	
	5/10	Peer Review Draft	<i>Workshop</i>	
15	5/17-	Presentation Week	Q&A	
	5/22	*Final Paper Due	Blackboard	