



Associate Lecturer: Kelly Soczka Steidinger
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Office Hours Include:

Monday: 10-11 a.m., 1-3 p.m. & 4-5 p.m.
Tuesday: 10 a.m. - 4:00 p.m.
Wednesday: 10-11 a.m., 1-3 p.m. & 4-6 p.m.
Thursday: 10-11 a.m., & 1-3 p.m.
Friday: By appointment only (off campus)

I will also be available to stay 30 minutes after class to meet with students or you can schedule a Facetime, Skype, or Google Hangouts virtual meeting with me

Contact Considerations: My goal is to respond to your email within 24 hours, but realize, I may or may not check email on the weekends. Do not expect an immediate response over the weekend or other holidays. UWSP is the college's primary method for communicating important information to students and staff. You are **required** to use your UWSP e-mail account in this course and are encouraged to check your email regularly to keep current.

Required Materials:

1. **Textbook** (Acquire from UWSP Text Rental):

Neuliep, J. (2015). Intercultural communication: A contextual approach. Washington D.C.: Sage Publications.

2. Supplemental reading materials/articles will be provided to students on D2L.

3. Minimum recommended computer and internet configurations for online courses can be found [here](#).

Course Catalog:

Prerequisites – Junior Status, GEP: GA

Course Description & Objectives

This course will analyze theories of intercultural communication. Students will build skills that allow for effective communication within and between diverse cultures. After completing this course, students should be able to:

- To define intercultural communication.
- To understand yourself and others as cultural beings.
- To demonstrate understanding of and sensitivity to a variety of cultural perspectives.

- To identify barriers to effective intercultural communication including—stereotypes, power, racism, sexism, and systems of privilege, and learn ways to address these inequities.
- To identify and apply communication theories related to cultural communication in personal, professional, and global contexts.
- To observe, analyze, and examine communication within a local community context by immersing the student in a daily routine of communicative activities.
- To understand the ethnographic research process and reflect on the role of observer.

Classroom Conduct

You will be exposed to new and divergent views in this class. Every student has a right to freely express his or her opinions, ideas, and questions throughout the semester. Please respect everyone's point of view, even if it is contrary to your own. You do not have to agree with everyone (including me!!), but I do ask that you listen with an open mind. This is what education is all about – opening one self up to new philosophies, realities, and possibilities!



Electronic Technology (Cell phones, Laptops, etc.): Please try to remember to turn off your cell phone during class. Please do not text or play on the Internet during class lectures, discussions, or group activities. This behavior is rude to both your instructor and other students. I don't mind if you have your cell phone out on your desk for emergencies or if you check your cell when there is downtime during class. Since laptops and i-pads can also be a distraction for students in the classroom, both for the user and other students, I do not allow their use unless they are incorporated into a classroom activity. If you do require a laptop for taking notes due to a disability, please see me after class and obtain a note to this effect from disability services.

Online Classroom Conduct

In an online community, you present yourself and learn about others primarily through written words. Therefore, you want to present yourself in a positive light and to communicate your thoughts and ideas effectively and respectfully. The following are guidelines for communicating with others in an online course that will help ensure a positive learning experience for everyone:

- **Never send angry messages** (also known as "flames") even if you are provoked. On the other hand, do not be surprised if you are "flamed." Do not respond to flames. If a student in this course sends you an offensive message (i.e. includes slander or swearing), please notify me immediately.
 - Do not write everything in uppercase (CAPITAL) letters. Capital letters are more difficult to read and in an online environment IT MEANS YOU ARE SHOUTING.
- **Assume that e-mail and other forms of electronic communication are not secure.** Do not write anything you would not want to be made public. Also, realize that any communication with your fellow students in the online environment may also be unsecure and could be forwarded to your instructor or other administrative personnel.
- **Additional Tips.** For additional netiquette tips and rules, check out this cool infographic at this link: <http://blogs.onlineeducation.touro.edu/15-rules-netiquette-online-discussion-boards/>
 - If you have trouble reading the infographic, then scroll down. The additional tips are also written below the infographic.

Course Policies

Attendance: Attendance is mandatory due to the nature of the course. Your involvement and participation are required – whether it be as a presenter, critic, respondent, or listener. Since this is a hybrid course and our time is limited, it is even more essential that you be in class.

As an adult learner, you are responsible for your own learning. You will be held accountable for all assigned activities. The form and content of your participation



will determine the level of achievement, satisfaction, and enjoyment that you experience in this course. Your classmates are counting on you to contribute to the success of this class by meeting deadlines for completing assignments and communicating with your instructor and classmates.

If you no longer wish to complete this course, you must **officially withdraw** from the course. Students who do not withdraw officially remain responsible for class costs and will be issued a failing grade. **Plus, not officially withdrawing from a course may negatively impact your ability to receive financial aid in the future.**

Audio/Video Policy: Students may **NOT** create audio/video recordings of classes or take digital photos (No Snap Chat!), with the exception of those students requiring an accommodation (An approved accommodation plan is required **BEFORE** audiotaping/video/digital photos are allowed). Students creating unauthorized audio recording of lectures violate an instructor's intellectual property rights and if posted online, may violate copyright laws. Unauthorized recordings could be subject to disciplinary action.



Academic Integrity Policy: The UW-SP administration, faculty, and staff believe that academic honesty and integrity are fundamental to the mission of higher education. All students are expected to maintain and promote the highest standards of personal honesty and professional integrity. These standards apply to all examinations, assigned work, and projects. Therefore, a student who is found to have been dishonest, fraudulent, or deceptive in the completion of work or is willing to help others to be so, or who plagiarizes; presents the work of others as his or her own, is subject to disciplinary action.

Disability Services: If you have a documented disability and verification from the [Disability and Assistive Technology Center](#) and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to Disability Services and meet with a Disability Services counselor to request special accommodation *before* classes start. The Disability and Assistive Technology Center is located in 609 Learning Resource Center and can be contacted by phone at (715) 346-3365 (Voice) (715) 346-3362 (TDD only) or via email at datctr@uwsp.edu

Course Assessments

Assignments: All of the course materials needed for this course, with the exception of your textbook, are posted on Desire 2 Learn (D2L).

Late Work: All work is due by a designated day and time and there is no opportunity to make up missed in-class assignments. Quizzes are due online by the dates listed in the course schedule. Any written work that is that turned in late will receive an **automatic 25%** reduction regardless of the excuse presented by the student. If you do not turn in your paper by the **next class period**, you will receive a **zero**. You may turn assignments early if you would like. If a traumatic extenuating circumstance occurs, please contact your instructor immediately to discuss this policy.

Extra Credit: There will be no extra credit opportunities this semester.



Writing Considerations: All work turned in for a grade must be typed and cited according to the APA style manual. All papers and outlines must be in Times New Roman Font, Size 12. **Deductions** will be taken for not following these instructions. Outlines, reference pages, and grading rubrics for speeches are required to be turned in the **class period that you speak**. Additional specific guidelines for each speech will be discussed in class.

Where can I find accurate APA style information?: Purdue University has a great online writing center called [OWL](#) that provides free APA style guide information. You can find this link on D2L, along with the [UW-Madison writing center link](#). Do not trust online citation programs to properly format your citations.

Course Grading Outline

Grade Calculation: This course runs a standard grading scale. 80% of the points in this course are summative assessments (graded), while 20% are considered formative assessments (ungraded).

Summative Assignments	Points	Formative Assignments	Points
Chapter Quizzes (8 X 20 pts.)	100	In-Class Assignments (8 X 25)	200
Fieldwork Site Report	100	Introduction Discussion Board	20
Observational Journal	300	Observational Journal Check-In	20
Ethnography Report	200	Student Meeting	20
Ethnography Presentation	200		
Final Exam	140		
Total Summative Points	1040	Total Formative Points	260
Total Available Points	1300		

For formative assessments, I reserve the right to subtract points at my discretion for the lack of thorough completion of the ungraded assessment.

****All papers and exams will be returned to the student once they are graded either in class or on D2L. Students should review their grades on D2L to make sure they match the grades written on the top of any hard copies of returned exams or papers. This will assist in assuring that all grades are recorded accurately.****

Tentative Course Schedule

Wk	Topic/Readings	D2L Assignments Due (Sundays @ Midnight)	In-Class Assignment Due (Mondays @ 6:00p.m.)
1	Course Introduction/Attendance Syllabus Discussion/Activity D2L/Hybrid Discussion	None	None
2	(Chapter 1) The Necessity of Intercultural Communication	1/31/16 @ 11:59 p.m. • Chapter 1 Quiz • Introduction Dis. Bd. • Introduction Survey (not graded)	2/1/16 @ 6 p.m. • In-Class Assignment #1
3	(Chapter 2) Cultural Context <i>Discuss Ethnography Project Assignment</i>		2/8/16 @ 6 p.m. • In-Class Assignment #2
4	Ethnography & Journal Article Discussions		2/15/16 @ 6 p.m. • In-Class Assignment #3
5	(Chapter 2) Cultural Context	2/21/16 @ 11:59 p.m. • Chapter 2 Quiz	2/22/16 @ 6 p.m. • Fieldwork Site Report
6	(Chapter 3) Microcultural Context	2/28/16 @ 11:59 p.m. • Chapter 3 Quiz	2/29/16 @ 6 p.m. • In-Class Assignment #4
7	(Chapter 5) Perceptual Context	3/6/16 @ 11:59 p.m. • Chapter 5 Quiz	3/7/16 @ 6 p.m. • In-Class Assignment #5
8	**Student Meetings**		3/14/16 @ 6 p.m. • Observational Journal Check-in (Should have 4 to 5 entries completed)
	Spring Break – No classes		
9	(Chapter 6) Sociorelational Context	3/24/16 @ 11:59 p.m. • Chapter 6 Quiz	3/28/16 @ 6 p.m. • In-Class Assignment #6
10	(Chapter 7) Verbal Code	4/3/16 @ 11:59 p.m. • Chapter 7 Quiz	4/4/16 @ 6 p.m. • In-Class Assignment #7
11	(Chapter 8) Nonverbal Code		4/11/16 @ 6 p.m. • In-Class Assignment #8
12	(Chapter 8) Nonverbal Code (Chapter 9) Developing Intercultural Relationships	4/17/16 @ 11:59 p.m. • Chapter 8 Quiz	4/18/16 @ 6 p.m. • Observational Journal

Wk	Topic/Readings	D2L Assignments Due (Sundays @ Midnight)	In-Class Assignment Due (Mondays @ 6:00p.m.)
13	(Chapter 9) Developing Intercultural Relationships	4/24/16 @ 11:59 p.m. • Chapter 9 Quiz	4/25/16 @ 6 p.m. • Ethnography Report
14	Ethnography Presentations - 11		5/2/16 @ 6 p.m. 1. Miranda VandeHey 2. Emilie Hagen 3. Amanda Doperalski 4. Dane Nelson 5. Stacy Brokish 6. Devyn Mollica 7. Carlee Schultz 8. Jalen Buss 9. Guangyu Zhu 10. Sydney Inks
15	Ethnography Presentations - 10		5/9/16 @ 6 p.m. 1. Danielle Buckley 2. Kacie Gilbertson 3. Seth Seubert 4. Jon-Paul McDowell 5. Joseph Kluetz 6. Erik Nelson 7. Kathryn Kuester 8. Daniel Kriefall 9. Jacob Schillinger 10. Kayla Liptrot-Ploch
16	Final Exam		TBD

****This is a tentative schedule that is subject to change if there are unforeseen circumstances, which prevent us from staying on schedule****

Important Dates:

- Feb. 3 - Last day to drop a course without a grade.
- March 18 - 27 - Spring Break
- April 8 - Last day to drop a course.