
Assignments Overview

Description	Pts.
Design Forum & Community: Design a forum capturing your exploration and learning of intercultural communication and your future profession. <i>(10 discussions @ 2 points each & 4 forum check ins @ 3 points each)</i> <i>(11 discussion opportunities, lowest score dropped)</i>	32
Intercultural Autobiography: Explore your identities, cultures, communities, as well as past and current intercultural encounters by journaling your own intercultural journey. <i>(8 entries @ 4 points each)</i>	32
Critical Incidents: Analyze critical incidents arising from intercultural encounters as well as prepare your own incident. <i>(3 incidents @ 3 points each & 1 incident @ 7 points)</i>	16
Intercultural Forum: Facilitate and participate in a forum exchange discussing ideas, views, and encounters pertaining to intercultural communication and your future profession. <i>(asynchronous online activity in groups)</i>	20
TOTAL:	100

See Course Map for specific dates.

Design Forum & Community

Compile ideas, views, and encounters on Intercultural Communication

Description

This class explores intercultural communication – the contact and conflict that occurs when individuals of different cultural / intersectional profiles come together in social and professional contexts. You will use course materials, class activities, and homework to explore and discuss intercultural communication. To demonstrate your cultural awareness and sensitivity, you will design an online forum capturing your exploration and learning throughout the semester. Your forum will compile ideas, views, and encounters pertaining to intercultural communication and your future profession. At the end of the semester, you will share your forum and engage in discussions with your classmates and other learners of intercultural communication (Assignment 4).

Completing the Assignment

You will design an intercultural forum using Wix.com which is a free and easy online website tool. Sign up for an account at www.wix.com. For the duration of this course, ensure your website is non-searchable. This makes your forum private to only those with the link and maintains our safe learning environment.

The design of your intercultural forum is on-going. It is based on weekly materials, readings, discussions, and class activities. Your active participation in learning opportunities will aid in the content of your forum while the creation will occur as homework.

Throughout the course, specific elements and check points have been identified. You have the time in between check points to include the specific elements into your forum. You are encouraged to evolve the content and design of your forum as the semester progresses and new elements are added. At check points you should present a cohesive and finished forum. Your instructor will visit your site to evaluate content and offer feedback.

The forum can be as simple or as creative as you choose. You can incorporate images, charts, infographics, videos, and beyond to present and enhance required elements. All non-original content will require appropriate APA citations. As part of the content requirements, you will build in discussion opportunities. The discussions can use any medium that allows a dialogue between individuals. It can be text-based or incorporate other forms of social media if it's accessible / usable within the forum and is free of charge to your visitors (instructor and fellow learners). Blog and forum tools are available within Wix.com.

Participation is a critical component of learning in this course. Discussions and activities will occur throughout the semester. They provide regular and on-going opportunities for you to engage with the course material, your peers, and your instructor to explore and formulate your thoughts, opinions, experiences, and reactions to the various elements of intercultural communication presented.

Discussions and activities enable you to benefit from the perspectives of your peers and to challenge each other's thinking. To maximize your own learning and that of your peers', come prepared completing assigned tasks prior to due date. Assigned readings will have prompts provided to guide your thoughts and reflections. Prompts should be viewed as a guide. You may respond to other areas of interest within the materials that are not included within the prompts if your thoughts are germane to the discussion/activity.

Each member of the class has a responsibility to:

- Be on time and be prepared
- Reflect on your own learning
- Be professional and thoughtful towards self and others
- Consider the thoughts, observations, and experiences of others
- Cite sources as appropriate using APA in-text citations and references in written tasks and naming sources in spoken tasks

Grading

Forum design and community will be based on how well you meet the requirements listed in the "Completing the Assignment" section above and the assigned rubric.

Intercultural Form – Check Point				
Criteria	Exceeds Expectations	Meets Expectations	Needs Improvement	Points
Content	Organizes and constructs content in a highly insightful manner. (0.63)	Organizes and constructs content in a meaningful manner. (0.57)	Organizes and constructs content in a basic manner. (0.5)	0.63
Explanation	Shows extensive critical thinking, awareness, & reflection of elements. (0.63)	Shows critical thinking, awareness, & reflection of elements. (0.57)	Shows basic/limited critical thinking, awareness, & reflection of elements. (0.5)	0.63
Exploration	Explores elements substantially from multiple and/or complex perspectives. (0.63)	Explores elements adequately from a single and/or simple perspective(s). (0.57)	Explores elements minimally from single and/or factual perspective(s). (0.5)	0.63
Support	Incorporates support and challenges from materials, discussions, and activities throughout the course. (0.63)	Incorporates support and challenges from materials, discussions, and activities from the immediate focus. (0.57)	Incorporates support from limited materials, discussions, or activities from the immediate focus. (0.5)	0.63
Vocabulary	Uses high-level vocabulary/word choice fully appropriate to the course content. (0.24)	Use vocabulary/word choice mostly appropriate to the course content. (0.21)	Use novice vocabulary/word choice mostly found in everyday conversation. (0.19)	0.24
Scholarship	Uses accurate and appropriate APA/references with no errors. (0.24)	Uses accurate and appropriate APA/references with a few minor errors. (0.21)	Uses inaccurate or missing APA/references with frequent and/or major errors. (0.19)	0.24
Total				3

In Class Discussion – Readings				
<i>(11 discussion opportunities, lowest score dropped)</i>				
Criteria	Exceeds Expectations	Meets Expectations	Needs Improvement	Points
Participation	Participation was voluntary, active, and made space for others by bringing peers into	Participation was voluntary, active, and made space for others by sharing the floor.	Participation was active but limited to being called on. (0.8) OR	1.0

	the discussion (i.e., direct address or posing questions to the group). (1.0)	(0.9)	Participation was not active (i.e., only listening). (0.7)	
Depth of Thoughts	Shows extensive critical thinking, awareness & reflection of elements related to prompt. (0.5)	Shows critical thinking, awareness & reflection of elements related to prompt. (0.45)	Shows basic/limited critical thinking, awareness & reflection of elements related to prompt. (0.4)	0.5
Support	Incorporates support and challenges from materials, discussions, and activities throughout the course. (0.25)	Incorporates support and challenges from materials, discussions, and activities from the immediate focus. (0.23)	Incorporates support from limited materials, discussions, or activities from the immediate focus. (0.2)	0.25
Scholarship	Uses accurate and appropriate APA/references with no errors. (0.25)	Uses accurate and appropriate APA/references with a few minor errors. (0.23)	Uses inaccurate or missing APA/references with frequent and/or major errors. (0.2)	0.25
Total				2

Cultural Autobiography

Explore Your Own Intercultural Journey

Description

Throughout the semester, you will develop a cultural autobiography by exploring your identities, cultures, communities, as well as past and current intercultural encounters. The cultural autobiography documents your intercultural journey in a global society.

The value in developing a cultural autobiography is you are often unaware of your own cultural values and beliefs. Since you are immersed in your culture daily throughout your life, the values and beliefs become “just the way things are.” You are likely to forget that others’ cultures may have different values and beliefs than your own; particularly if you are part of a dominate culture. To interact effectively with people whose cultures are different than your own, you must first become aware of your own cultural beliefs and values. This is the first step in the ongoing process of cultural competence.

Completing the Assignment

A Google Doc will be created for you in Canvas under Collaborations. This provides a private online format accessible only to you and the course instructor who will respond to your entries.

You will be creating video and written entries. Cite sources as appropriate (using APA in-text citations and references in written entries and the equivalent in video entries). See the Course Map for specific due dates of entries for the eight (8) entries required of this assignment.

You are encouraged to be as open and authentic as possible when exploring your cultural autobiography. The autobiography is for you to explore your intercultural journey whatever that looks like. Yet, it will be viewed by your course instructor. You do not have to share information you are uncomfortable sharing. Your instructor will review your entries and leave remarks to engage you in additional reflection.

Entry 1: Compose a video entry (5 minutes max) introducing yourself and your major(s) including any minor(s) if appropriate. Additionally, describe your cultural / intersectional profile. Include things that are especially important to you in how you think about yourself and how you like others to see you.

Entry 2-7: Select a prompt below. Compose a video or written entry that substantively addresses the prompt (no specific length requirements). Post the selected prompt and your entry directly into your cultural autobiography. Use a prompt only once.

Prompts Options:

- a) Identify and explain a “just the way things are” cultural value or belief you hold. Where does it stem from? What does it mean to you? How and in what ways does it influence and/or impact you?
- b) Identify and explain a cultural value or belief you were unaware of until recently. Where does it stem from? What does it mean to you? How and in what ways does it influence and/or impact you? Why were you unaware of it?
- c) List the languages you know. When, how, and why did you learn them? What do they mean to you? Have they always meant the same to you? Explain.
- d) Identify and explain how your own beliefs and practices have been influenced by encounters with the beliefs and practices of people from other cultures.
- e) Describe an encounter with others that made one (or more) of your multiple identities stand out. Explain how the differences within the encounter helped you understand yourself better.
- f) Describe how you viewed people from other cultures when you were little and how you perceive other people and cultures now. Discuss whether your perceptions about others have changed and why you think they have (or haven't) changed.

- g) Describe an intercultural encounter you had with a Deaf person that stands out for you, made you think, or in which the outcome was surprising. Reflect on the impact the encounter had on you.
- h) Describe an intercultural encounter you had with a hearing person from another culture that stands out for you, made you think, or in which the outcome was surprising. Reflect on the impact the encounter had on you.
- i) Describe an intracultural encounter you had with a person from your own culture that stands out for you, made you think, or in which the outcome was surprising. Reflect on the impact the encounter had on you.
- j) Attend a Deaf cultural event. Compare cultural values, beliefs, and/or behaviors you witness and/or participated in with those of your own culture.
- k) Attend a non-Deaf cultural event. Compare cultural values, beliefs, and/or behaviors you witness and/or participated in with those of your own culture.
- l) Compose a respectful and professional letter or elevator pitch to an actual person (historical or current). Provide a constructive evaluation of the person's cultural impact on society and you personally. Thank them for their positive impact and/or offer guidance on how their negative impact could and should be altered.

Entry 8 – Part A: Compose a video entry (5 minutes max) describing your cultural / intersectional profile. Include things that are especially important to you in how you think about yourself and how you like others to see you.

Entry 8 – Part B: Compose a video or written entry reflecting on who you are and the overall influence of creating a cultural autobiography (no specific length requirements). Be sure to include the following:

Review your introductory video from the beginning of the semester. Reflect on the differences you see from the beginning of class (entry 1) to today (entry 8, part A). What differences and/or similarities exist? What contributed to the differences and/or similarities? What impact did a semester long focus on intercultural communication have on how you define yourself?

Potential categories to define who you are could be: (a) your name, (b) age, (c) gender, (d) race, (e) ethnic group, (f) geography, (g) sexual orientation, (h) class or socioeconomic status, (i) religion, (j) language, (k) ability or disability, (m) roles you have like being a mother, brother, student, professional, etc. or any other.

Some of the categories, such as race and ethnicity, remain unchanged throughout your life. Others may change over the course of your life. Therefore, when considering relevant categories, think about both

your upbringing and your current situation. Consider the background of your extended family or of the people who raised you as well. Support your statements with specific evidence from your life experiences. The goal is to form as complete a picture as possible of who you are.

Consider the cultural autobiography you have created this semester (entry 2-7). What was this experience like for you? What have you learned from this experience? Where has your cultural awareness and sensitivity grown? What areas still need development? How will this experience assist you in intercultural encounters of your future profession? How can you continue to develop your intercultural communication beyond this course?

For assistance in writing a reflection, check out this helpful resource.

UNSW Australia. (2014). Reflective writing. Retrieved May 23, 2016 from

<https://student.unsw.edu.au/reflective-writing>

Grading

Cultural autobiography will be based on how well you meet the requirements listed in the "Completing the Assignment" section above and the assigned rubric below.

Cultural Autobiography				
Criteria	Exceeds Expectations	Meets Expectations	Needs Improvement	Points
Depth of Thought	Demonstrates highly insightful and meaningful self-awareness and reflection. (0.67)	Demonstrates meaningful self-awareness and reflection. (0.59)	Demonstrates superficial self-awareness and reflection. (0.53)	0.67
Explanation	Shows extensive critical thinking to explain thoughts, reasons, assumptions, etc. (0.67)	Shows critical thinking to explain thoughts, reasons, assumptions, etc. (0.59)	Shows basic/limited critical thinking to explain thoughts, reasons, assumptions, etc. (0.53)	0.67
Exploration	Explores prompt substantially from multiple and/or complex perspectives. (0.66)	Explores prompt adequately from a single and/or simple perspective(s). (0.59)	Explores prompt minimally from simple and/or factual perspective(s). (0.53)	0.66
Relevance	Ties in learning throughout the course in complex ways. (0.5)	Ties in learning throughout the course in factual ways. (0.45)	Ties in only the prompt. (0.4)	0.5

Support	Incorporates support and challenges from materials and discussions throughout the course. (0.5)	Incorporates support and challenges from materials and discussions from the immediate focus. (0.45)	Incorporates support from materials and discussions from the immediate focus. (0.4)	0.5
Vocabulary	Uses high-level vocabulary/word choice fully appropriate to the course content. (0.5)	Use vocabulary/word choice mostly appropriate to the course content. (0.45)	Use novice vocabulary/word choice mostly found in everyday conversation. (0.4)	0.5
Scholarship	Uses accurate and appropriate APA/references with no errors. (0.5)	Uses accurate and appropriate APA/references with a few minor errors. (0.45)	Uses inaccurate or missing APA/references with frequent and/or major errors. (0.4)	0.5
Total				4.0

Critical Incidents

Explore and Reflect on Intercultural Encounters

Description

A common tool in intercultural training is the critical incident. A critical incident captures an interaction where cultural and/or communication differences exist between the parties. The incident intentionally gives only enough information to set the stage and share what happened with the feelings and reactions of the people involved.

Here is a sample critical incident:

Janet has recently graduated college with a degree in ASL-English Interpretation. She attends a fundraising event for a local Deaf organization. As is customary, people linger to chat beyond the close of the event. Knowing that this is part of Deaf culture, Janet remains to socialize. As she is chatting with a group of Deaf people, someone compliments her ASL skills. Janet, feeling proud of her success, responds by telling them that she has just graduated and how hard she worked to develop her language skills - spending long hours in the lab, recording herself, and so forth. As she continues, the Deaf people become less responsive and break eye contact with Janet to look at each other. At the end of Janet's remarks, there is an unnatural pause before one of the Deaf people changes topic. She is puzzled at their reaction.

The aim of the critical incident is to increase your awareness, sensitivity, and understanding of various identities/cultures and how those identities/cultures shape interactions.

Completing the Assignment

Throughout the semester, you will explore critical incidents in two ways. First, you will engage with three critical incidents provided as class activities. Second, you will create your own critical incident and reflect on it how the involved identities/cultures shaped the intercultural encounter.

Provided Critical Incidents:

For each critical incident, you will be provided with an interaction between two people of different identities/cultures. You will review the interaction and prepare for class discussions by answering the following awareness, sensitivity, and understanding prompt.

- Name one cultural and/or communication difference between the parties in this interaction.
 - Note: More than one difference may exist.
- Describe the value(s) and perspective(s) each party brings to the difference presented in this interaction.
 - Making a judgement is a natural response to intercultural encounters. However, judgments get in the way of understanding the factors shaping the interaction and gaining more cultural awareness and sensitivity. Present a neutral assessment of the parties' values and perspectives.
- Which party do you least identify with? Explain.

Your Own Critical Incidents:

To take critical incidents to the next level, you will identify an intercultural encounter you have had that could have or may have resulted in a misunderstanding or conflict. You will develop this encounter into a critical incident, reflect on the encounter, and identify resources and/or tips that will be helpful in future intercultural communications. Complete the following steps:

Step 1: Create your own critical incident scenario based on a personal experience. Follow the format used in *Critical Incident – Interaction #2*.

You will use this critical incident in your intercultural forum. It will have a discussion opportunity associated it with it.

Step 2: In preparation of the discussion that will occur on your critical incident, you will...

- Name all cultural and/or communication difference between the parties in this interaction.

- Describe the value(s) and perspective(s) each party brings to the difference presented in this interaction.
- List talking points encompassing support and challenges from course materials, discussions, and activities that pertain to this specific interaction and will assist you in facilitating a discussion.
- List five tips, resources, or key concepts to reduce future misunderstanding/conflict in any intercultural encounters.
- Assemble APA in-text citations and references for a minimum of three (3) different sources.

Grading

Analysis of critical incidents will be based on how well you meet the requirements listed in the "Completing the Assignment" section above and the assigned rubrics.

Critical Incident – Class Activity				
Criteria	Exceeds Expectations	Meets Expectations	Needs Improvement	Points
Cultural Awareness	Demonstrates a deep level of cultural awareness and sensitivity. (1.0)	Demonstrates cultural awareness and sensitivity. (0.9)	Demonstrates basic/limited cultural awareness and sensitivity. (0.8)	1.0
Support	Identities multiple support from course materials. (1.0)	Identities support from course materials. (0.9)	Identities limited support from course materials. (0.8)	1.0
Reflection	Shows extensive critical thinking and reflection of self and the incident. (0.75)	Shows critical thinking and reflection of self and the incident. (0.67)	Shows basic/limited critical thinking and reflection of self and the incident. (0.6)	0.75
Scholarship	Uses accurate and appropriate APA/references with no errors. (0.25)	Uses accurate and appropriate APA/references with a few minor errors. (0.23)	Uses inaccurate or missing APA/references with frequent and/or major errors. (0.2)	0.25
Total				3

Critical Incident – Interaction #4				
Criteria	Exceeds Expectations	Meets Expectations	Needs Improvement	Points
Critical Incident (Part A)	Creates an informative and appropriate incident.	Creates a basic and appropriate incident.	Creates an overly simplistic and inappropriate incident.	1.5

	(1.5)	(1.35)	(1.2)	
Cultural Awareness (Part B)	Demonstrates a deep level of cultural awareness and sensitivity. (1.5)	Demonstrates cultural awareness and sensitivity. (1.35)	Demonstrates basic/limited cultural awareness and sensitivity. (1.2)	1.5
Support (Part B)	Identifies highly appropriate support and challenges pertaining to the intercultural encounter from various sources. (2.0)	Identifies appropriate support and challenges pertaining to the intercultural encounter from some sources. (1.8)	Identifies limited and/or inappropriate support pertaining to general intercultural encounters from few sources. (1.6)	2
Tips, Resources, & Key Concepts (Part B)	List rich ideas that speak generally to intercultural encounters. (1.5)	List meaningful ideas that speak generally to intercultural encounters. (1.35)	List obvious ideas that speak generally to intercultural encounters. (1.2)	1.5
Scholarship	Uses accurate and appropriate APA/references with no errors. (0.5)	Uses accurate and appropriate APA/references with a few minor errors. (0.45)	Uses inaccurate or missing APA/references with frequent and/or major errors. (0.4)	0.5
Total				7

Intercultural Forum

Exchange ideas, views, and encounters on Intercultural Communication

Description

Throughout the semester, you have explored intercultural communication – the contact and conflict that occurs when individuals of different cultural / intersectional profiles come together in social and professional contexts. You have taken course materials, activities, and discussions as well as external resources to create a forum of ideas, views, and encounters pertaining to intercultural communication and your future profession. Now you will share your forum with other students. As part of the exchange, you will lead and participate in the discussions associated with your own and your peers' forums.

Completing the Assignment

Your intercultural forum will be submitted the Tuesday before Thanksgiving Break. Upon your return on the Monday (after Thanksgiving Break), you will be assigned a group. You will lead the discussion within

your own forum while also participating in the forums of your group members. You have the week (Monday - Sunday) between Thanksgiving Break and finals to exchange ideas, views, and encounters.

This is an online activity.

As a facilitator of your forum, you will:

- Facilitate the discussion regularly (i.e., check in daily during the discussion period)
- Be professional and respectful towards others
- Continue the discussion by posing thoughtful questions and/or providing thoughtful and substantive responses
- Incorporate support and/or challenges from course materials, activities, and discussions
- Cite sources using APA in-text citations and references as appropriate

As a participant in the forums of your group, you will:

- Participate at least three times in each forum; at least one exchange must pertain to the critical incident
- Participate within the same forum on different days (only one exchange per day will count towards the required minimum participation)
- Be professional and respectful towards others
- Craft thoughtful and substantive responses and/or pose thoughtful questions
- Incorporate support and/or challenges from course materials, activities, and discussions
- Cite sources using APA in-text citations and references as appropriate

Example for Participation Requirements:

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
My Forum	Check In	Check In	Check In	Check In	Check In	Check In	Check In
Peer A	Post #1		Post #2		Post #3		
Peer B		Post #1		Post #2		Post #3	
Peer C	Post #1		Post #2	Post #3			
Peer D		Post #1				Post #2 & #3	

Simplistic facilitation or participation - like "I agree" or "you did a good job" – does not constitute substantive exchanges.

Grading

Intercultural forum will be based on how well you meet the requirements listed in the "Completing the Assignment" section above and the assigned rubric.

Intercultural Form – Exchange				
Criteria	Exceeds Expectations	Meets Expectations	Needs Improvement	Points

Facilitation Engagement	Engages consistently and evenly throughout the full week. (4.0)	Engages consistently throughout most of the week. (3.6)	Engages in a condensed manner throughout a limited part of the week. (3.2)	4.0
Facilitation	Facilitates discussion opportunities by advancing the points in new and complex ways. Promotes additional discussion. (2.5)	Facilitates discussion opportunities by staying on point and being relevant. (2.25)	Facilitates discussion opportunities in minimal ways and/or irrelevant ways. Discourages additional discussion. (2.0)	2.5
Participation Engagement	Engages beyond the minimum requirements. (4.0)	Engages in the minimum requirements. (3.6)	Engages below the minimum requirement. (3.2)	4.0
Participation	Shows extensive critical thinking to explore discussion opportunities from multiple and/or complex perspectives. (2.5)	Shows critical thinking to explore discussion opportunities from a single and/or simple perspective(s). (2.25)	Shows limited critical thinking to explore discussion opportunities from a simple and/or factual perspective(s). (2.0)	2.5
Insight	Demonstrates highly insightful and meaningful awareness, reflection, & sensitivity. (2.5)	Demonstrates meaningful awareness, reflection, & sensitivity. (2.25)	Demonstrates superficial awareness, reflection, & sensitivity. (2.0)	2.5
Support	Ties in learning from course materials, discussions, and activities in complex ways. (2.5)	Ties in learning from course materials, discussions, and activities in simple ways. (2.25)	Ties in learning from course materials, discussions, and activities in factual ways. (2.0)	2.5
Vocabulary	Uses high-level vocabulary/word choice fully appropriate to the course content. (1.0)	Use vocabulary/word choice mostly appropriate to the course content. (0.9)	Use novice vocabulary/word choice mostly found in everyday conversation. (0.8)	1
Scholarship	Uses accurate and appropriate APA/references with no errors. (1.0)	Uses accurate and appropriate APA/references with a few minor errors. (0.9)	Uses inaccurate or missing APA/references with frequent and/or major errors. (0.8)	1

	Total	20
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