# **COM 0210: Speech Communications**

### COURSE DESCRIPTION

If you’re like most of us, you openly admire – and maybe secretly envy – those who can stand fearlessly in front of a crowd of strangers and deliver an inspiring speech without any visual effort. Don’t let your amazing ideas wither away unheard and don’t let career opportunities pass you buy. Through this course and textbook, you will learn:

* Strategies to face down your fears and regain confidence
* Expert-approved techniques to plan and structure your speech as well as visuals
* Learn beginner mistakes and how to avoid them

**Course Dates: January 19th through March 7th, 2021**

***Drop/Add Date – Tuesday, January 26th***

***Withdrawal Deadline – Friday, February 12th***

* Course Begins – Week of January 19th
* Week One – January 19th through January 24th
* Week Two – January 25th through January 31st
* Week Three – February 1st through February 7th
* Week Four – February 8th through February 14th
* Week Five – February 15th through February 21st
* Week Six – February 22nd through February 28th
* Week Seven – March 1st through March 7th
	+ (no work will be accepted after March 7th)

### FACULTY INFORMATION:

Cathie Coleman-Dickson, MBA

Director for Business, Leadership, and Healthcare Administration Degree Programs and SGPS Yearly Global Seminar

School of Graduate and Professional Studies (SGPS)

Rosemont College

1400 Montgomery Avenue, Suite 209C

Rosemont, PA 19010

Office Phone Number: (610) 527-0200, X2306

Cell Number: (215) 262-5571

ccoleman@rosemont.edu

**Office Hours**: By Appointment Only – In-Person/Office Phone/Cell Phone 7:00 a.m. – 3:00 p.m. Monday through Friday; Saturday and Sunday via Cell Phone.

### 2020-2021 ACADEMIC YEAR MISSION THEME:

**Mission Theme: 2020-2021**

***Rosemont College values trust in and reverence for the dignity of each person.***

***Rosemont College values diversity with a commitment to building***

 ***an intracultural community.***

***Rosemont College values persistence and courage in***

 ***promoting justice with compassion.***

***Rosemont College values care for the Earth as our common home.***

### COURSE WITHDRAWAL POLICY:

Students may withdrawal from this course up to the withdrawal deadline through submission of a withdrawal form (dates for each session are published on the Academic Calendar). After the withdrawal deadline has passed, student will receive the grade they earn for the course. Withdrawal deadlines are:

* End of the 4th week for 7 week classes

Tuition is not refunded for withdrawals. A grade of “W” will appear on the student’s official transcript, indicating a withdrawal from the course, which carries no penalty in the calculation of the student’s GPA. *A student must notify the instructor and Program Director prior to transmitting the withdrawal form to Student Services.* The Course Withdrawal Form can be obtained on the iWay on the Student Services page under the section “Handouts” or from the Office of Student Services.

### DEGREE PROGRAM OUTCOMES:

**Professional Studies Programs**

**Students that graduate from Rosemont College with an Undergraduate Degree (all concentrations):**

The Undergraduate Accelerated Business Program seeks to produce capable and knowledgeable students who manifest an understanding of the skills necessary to meet the changing expectations of employers and the global work environment. We strive to create a personal, interactive, and student-centric environment that fosters confidence in our students to explore their personal and professional goals. To this end, we strive to realize the following set of five general learning goals, each goal having specific learning outcomes for all our areas of concentration.

1. ***Professional*** – Students must demonstrate the ability to apply and synthesize the functional areas of business to make sound ethical business decisions.
2. ***Information Literacy*** - Students must demonstrate the ability to use the resources necessary to locate, evaluate, and communicate information and ideas.
3. ***Disciplined Inquiry*** – Students must demonstrate that they have acquired the quantitative and qualitative evaluation skills necessary to solve complex business problems.
4. ***Effective Communication*** - Students must demonstrate personal and group communication skills to achieve personal and organizational goals and objectives.
5. ***Ethics*** – Students must demonstrate an understanding of the political, legal, ethical, social, and cultural issues related to the operation of a global business.

### COURSE OUTCOMES:

**Course Outcomes**

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

1. Understand communication models and how they apply to the intercultural communication process.
2. Comprehend the characteristics and basic functions of culture.
3. Appreciate the behavior, concepts, beliefs, and objects that make members of a culture representative of that culture, and what makes members unique individuals within that culture.
4. Know various cultural differences and incorporate effective communication skills in intercultural encounters.
5. Compare and contrast goals and behaviors of various cultures and their impact on international communication.
6. Recognize the importance of maintaining respect, becoming familiar, getting feedback, and staying flexible in the international communication process.
7. Realize how intercultural communication can successfully and/or unsuccessfully impact business and economics.
8. Understand what parameters should be in place before engaging in successful intercultural communication.

### COURSE TEXTBOOK AND MATERIALS:

**Required Text:**

* Samovar, Larry B (2013) *Intercultural Communication: A Reader*. 14th Edition. Cengage Learning. ISBN-13: 978-1-285-07739-0.

*Publication Manual of the American Psychological Association* (7th Ed.). American Psychological Association. ISBN-13:9781433832161

All other course material is incorporated in this syllabus and will be given to students as handouts.

### GRADING CRITERIA:

Student performance is based on the following:

|  |  |
| --- | --- |
| **WRITTEN ASSIGNMENT**  | **PERCENT OF GRADE**  |
| **Week One: Write a paper that describes and analyzes an intercultural communication interaction based on your own experience.** | (3 pages not including references, or title page – must use APA style writing) 10% |
| **Week Two: Write a paper in which you identify a situation in which your cultural sensitivity – or lack thereof – helped or hindered the communication process.** | (3 pages not including references, or title page – must use APA style writing) 10% |
| **Week Three: Find a publication from another country whose primary language is English. Analyze editorial pieces, advertisements, and/or major stories. Address the following: 1) What cultural assumptions can you make based on this publication?****2) Which concepts from the textbook can be applied to your observations?** | (3 pages not including references, or title page – must use APA style writing) 10% |
| **Week Four: Choose a prominent person and explain his/her communication style (verbal and non-verbal) using a publicized speech he/she has delivered. Person can be living or deceased. *Must show video of the speech to class*. A copy of the speech (internet website is acceptable) must accompany your paper.** | (3 pages not including references, or title page – must use APA style writing) 10% |
| **Week Five: Write a one-page paper for each location listed below and describe how you would prepare to live and work in that location:**1. **U.K. (England and/or Scotland)**
2. **Ireland (Republic of Ireland and/or Northern Ireland)**
3. **Italy**
 | (3 pages not including references, or title page – must use APA style writing) 10% |
| **Week Six: Interview a professional in your business environment who was born in another country. Have him/her describe the differences in communication styles between the U.S. and his/her country of origin. Additionally, ask him/her to address the following:** 1. **Perceptions of the U.S.**
2. **Perceptions of recent news events**

**Be prepared to discuss in class.** | (3 pages not including references, or title page – must use APA style writing) 10% |
| **Week Seven: Write a paper on an intercultural communication topic of your choice. Some potential topics could be:**1. **Why intercultural communication is more important today than ever before?**
2. **How has the internet affected intercultural communication?**
3. **Specific ways a person may become a more effective international communicator.**
 | (5-7 pages (not including references, or title page – must use APA style must be accompanied by slide presentation- 5-7 slides) 20% |
| **Class Participation (active engagement)** | 20% |
| **TOTAL** | **100%** |

### General Grading Criteria:

1. The quality of assignments and projects.
2. Ability to critically assess the course assignment, articulate salient issues and objectively critique the subject matter.
3. Active participation, in which the student challenges self-assumptions, questions status quo and determines possible resolutions.
4. Successful interaction with the facilitator and other students and the contribution to group discussion.

5. For written homework, a major factor will be showing your work. In order to receive full credit, the facilitator will need to be able to follow the steps the student used to solve the problem.

### Grading Scale:

|  |  |
| --- | --- |
| * Adherence to directions for each assignment
* Quality of research
* Adherence to APA writing guidelines
* Correct Citations and References when applicable
* Proper Grammar Usage/Spelling
* Coherence of Written Work
 | A = 93–100 points (Superior Quality)A- = 90–92 pointsB+ = 87–89 pointsB = 83–86 points (Good Quality)B- = 80–82 pointsC+ = 77–79 points (Marginal Quality)C = 73–76 pointsC- = 70–72 pointsD+ = 67-69 pointsD = 63-66 pointsD- = 60-62 pointsF = below 60 (Failure)FX= (Failure due to excessive absence) |

### Course Participation:

This course is designed to maximize student to facilitator and student to student interaction. To facilitate this interaction this course has several discussions and/or group projects each week, utilizing readings from the course textbook, websites, and videos. When responding to another student, you should attempt to add you own unique analysis to the discussion. Additionally, you are encouraged to add your own source materials to this class e.g., external references, articles, blogs, or videos.

**Classroom Discussion(s) via Canvas Discussion Forum:**

To receive full class participation credit (20 points) you will need to be actively involved in weekly discussions.

* *Each week each student must provide an article that involves a country’s communication to the world. You may search the internet, web news, etc. You will present this communication to the rest of the class through Canvas/Discussion, and as a group, based on textbook readings, the class will determine if the communication is appropriate or flawed in any way.*

**Submitting Homework:**

Complete each of the weekly assignments listed in the syllabus and upload each week. For ease of facilitator feedback and assessment, he/she may ask that you submit your written assignments via e-mail as a single attachment. The file name needs to be your last name plus the week number. For example a student whose last name is Smith will name her files: Smith Week 1, Smith Week 2, etc.

All assignments are due on the designated due dates listed in the syllabus unless otherwise specified. Any assignments submitted a week after the assigned date will not be graded.

Incorrectly submitted assignments will be returned to the student to be resubmitted correctly and may be counted as late.

### COURSE ENVIRONMENT:

Because this is an accelerated class, everyone must take a great deal of responsibility for their own learning. You should plan on spending 15 hours a week on the course outside of the classroom setting.

**Case Studies**

During the seven ­week course, participants may have opportunities to work in a team environment to analyze, develop alternatives, and present recommendations on various case studies.

### ETHICS STATEMENT:

An integral component of courses in Rosemont College’s accelerated degree curriculum is student and facilitator self-disclosure (the use of personal experience) for the purpose of facilitating course work. Students and facilitators are expected to honor confidentiality as it pertains to student disclosure. No shared information, comments, or opinions expressed by the student or facilitator during the course of classroom discussion should ever be used in a manner which is intended to humiliate, embarrass, harass, damage, or otherwise injure other students in their personal, public, or business lives. Also, confidentiality must be upheld by not disclosing any information that would identify any particular individual.

An additional integral component of higher education is **challenging your own perceptions and beliefs regarding course content**, as well as integrating information and understanding opposing perceptions and opinions. As such, the student has the right to choose how much to disclose, and must accept the responsibility of respecting disclosure of other students and facilitators.

### AMERICANS WITH DISABILITIES ACT (ADA):

Any student, who has a disability and can substantiate it, can request a reasonable accommodation, modification, or auxiliary aid by contacting Cathie Coleman-Dickson for assistance.

### Course Schedule

**Week One – Sunday, January 24th**

* **Assignments to be Completed:**
	+ **Written:**

|  |  |
| --- | --- |
| **Week One: Write a paper that describes and analyzes an intercultural communication interaction based on your own experience.** | (3 pages not including references, or title page – must use APA style writing) 10% |

**Ensure your writing shows evidence of proper spelling, grammar, punctuation, transitions, etc. as well as indicating you gave critical thought to your written assignment. Refer to *Publication Manual of the American Psychological Association* (7th Ed.). American Psychological Association. ISBN-13:** **9781433832161.**

* + **Reading(s)**
		- **Section Overview – Approaches to Intercultural Communication – be prepared to discuss in Canvas Discussions**
			* **Chapter 1: Understanding and Applying Intercultural Communication in the Global Community: The Fundamentals**
			* **Chapter Two – Intercultural Communication in a Globalized World**
			* **Chapter 3 – Harmony without Uniformity**
			* **Chapter 4 – Relevance and Application of Intercultural Communication Theory and Research**
	+ **Classwork**
		- **Be prepared to discuss:**
			* Intercultural Communication via Historical Perspective
			* Understanding Communication
			* What is Culture?
			* Integrating Communication and Culture
			* Selected Sources of US Domestic Division

**Student Outcomes:**

At the conclusion of this week students will:

1. Have completed class introductions
2. Overviewed the class Syllabus
3. Students will begin to understand domestic and international culture and why it is so integral in today’s globalized world.
4. Students will understand and become conversant in the fundamentals of communication and why it affects the global community.
5. Students will comprehend the importance of being objective with sources of US domestic topics.
6. Discuss and agree upon final project.

**Week One Supplementary Resource: To Be Discussed in Class**

[Cross Cultural Communication | Pellegrino Riccardi](https://www.youtube.com/watch?v=YMyofREc5Jk) – Ted Talks

[**https://www.bing.com/videos/search?q=ted+talks+international+communication&&view=detail&mid=194D7D85CA162E76BAC9194D7D85CA162E76BAC9&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dted%2Btalks%2Binternational%2Bcommunication%26qpvt%3Dted%2Btalks%2Binternational%2Bcommunication%26FORM%3DVQFRML**](https://www.bing.com/videos/search?q=ted+talks+international+communication&&view=detail&mid=194D7D85CA162E76BAC9194D7D85CA162E76BAC9&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dted%2Btalks%2Binternational%2Bcommunication%26qpvt%3Dted%2Btalks%2Binternational%2Bcommunication%26FORM%3DVQFRML)

**Week Two – Sunday, January 31st**

* **Assignments to be Completed:**
	+ **Written:**

|  |  |
| --- | --- |
| **Week Two: Write a paper in which you identify a situation in which your cultural sensitivity – or lack thereof – helped or hindered the communication process.** | (3 pages not including references, or title page – must use APA style writing) 10% |

**Ensure your writing shows evidence of proper spelling, grammar, punctuation, transitions, etc. as well as indicating you gave critical thought to your written assignments. Refer to *Publication Manual of the American Psychological Association* (7th Ed.). American Psychological Association. ISBN-13: 9781433832161.**

* + **Reading(s)**
		- **Section Overview – Cultural Identity: Issues of Belonging**
		- **Chapter 5: Cultural Identify and Intercultural Communication**
		- **Chapter 6: An Alternative View of Identity**
		- **Chapter 7: American Indian Identity: Communicating Indian-ness**
		- **Chapter 8: Understanding Whiteness in the United States**
		- **Chapter 9: Chicano/a Ethnicity: A Concept in Search of Content**
		- **Chapter 10: – Straddling Cultural Borders: Exploring Identity in Multiple Re-acculturation**
		- **Section Overview – International Cultures: Understanding Diversity**
		- **Chapter 11: The Impact of Confucianism on Interpersonal Relationships and Communication Patterns**
		- **Chapter 12: Some Basic Cultural Patterns of India**
		- **Chapter 13: Communication with Egyptians**
		- **Chapter 14: Russian Cultural Values and Workplace Communication Patterns**
		- **Chapter 15: Cultural Patterns of the Maasai**
	+ **Classwork**
		- **Be prepared to discuss:**
			* Various domestic and international cultural readings assigned.

**Student Outcomes:**

At the conclusion of this week, students will:

1. Understand various domestic and international cultures and the relationships and communications that affect globalization.
2. Review final project questions

**Week Two Supplementary Resource: To Be Discussed in Class**

Identity and Cultural Appropriation

Identity and Cultural Appropriation, David Joyce – Ted Talk

<https://www.ted.com/talks/david_joyce_identity_and_cultural_appropriation>

**Week Three – February 7th**

* **Assignments to be Completed:**
	+ **Written:**

|  |  |
| --- | --- |
| **Week Three: Find a publication from another country whose primary language is English. Analyze editorial pieces, advertisements, and major stories. Address the following: 1) What cultural assumptions can you make based on this publication?****2) Which concepts from the textbook can be applied to your observations?** | (3 pages not including references, or title page – must use APA style writing) 10% |

**Ensure your writing shows evidence of proper spelling, grammar, punctuation, transitions, etc. as well as indicating you gave critical thought to your written assignments. Refer to *Publication Manual of the American Psychological Association* (7h Ed.). American Psychological Association. ISBN-13: 978143383216.**

* + **Reading(s)**
		- **Section Overview – Co-Cultures: Living in a Multicultural World**
		- **Chapter 16: Who’s Got the Room at the Top? Issues of Dominance and Non-dominance in International Communication**
		- **Chapter 17: Which is My Good Leg? Cultural Communication of Persons with Disabilities**
		- **Chapter 18: Gender and Communication: Sex is More Than a Three-Letter Word**
		- **Chapter 19: An African American Communication Perspective**
		- **Chapter 20: – In Plain Site: Gay and Lesbian Communication and Culture**
	+ **Classwork**
		- **Be prepared to discuss:**
			* Differing cultures in a multi-cultural world – what constitutes international communication?

**Student Outcomes:**

At the conclusion of this week students will:

1. Students will be able to respond differing world views
2. Students will learn varying co-cultures in a multicultural world.
3. Review final project questions.

**Week Three Supplementary Resources: To Be Discussed in Class**

1. Why Gender Equality is Good for Everyone – Michael Kimmel; Ted Talks

<https://www.bing.com/videos/search?q=Why+Gender+Equality+is+Good+for+Everyone%2c+Michael+Kimmel%2c+Ted+Talk&view=detail&mid=EF71163FACE8C56463DCEF71163FACE8C56463DC&FORM=VIRE>

1. How to Avoid Gender Stereotypes - Eleanor Tabi Haller-Jordan; Ted Talks

<http://helloflo.com/5-ted-talks-on-gender-you-must-watch/>

1. Lee Mokobe shares a gripping poem that explores identity and his personal narrative of being transgender; Ted Talks

<http://helloflo.com/5-ted-talks-on-gender-you-must-watch/>

**Week Four – February 14th**

* **Assignments to be Completed:**
	+ **Written:**

|  |  |
| --- | --- |
| **Week Four: Choose a leader figure and explain his/her communication style (verbal and non-verbal) using a publicized speech he/she has delivered. Person can be living or deceased. *Must show video of the speech to class*. A copy of the speech (internet website is fine) must accompany your paper.** | (3 pages not including references, or title page – must use APA style writing) 10% |

**Ensure your writing shows evidence of proper spelling, grammar, punctuation, transitions, etc. as well as indicating you gave critical thought to your written assignments. Refer to *Publication Manual of the American Psychological Association* (7th Ed.). American Psychological Association. ISBN-13: 978143383216.**

* + **Reading(s)**
		- **Section Overview – Intercultural Messages: Verbal and Non-Verbal Interaction**
			* **Chapter 21: The Nexus of Language, Communication, and Culture**
			* **Chapter 22: Dialogue and Cultural Communication Codes between Israeli-Jews and Palestinians**
			* **Chapter 23: Mexican Dichos: Lessons through Language**
			* **Chapter 24: – In Different Dimensions – Nonverbal Communication and Culture**
			* **Chapter 25: Japanese Nonverbal Communication: A Reflection of Cultural Themes**
			* **Chapter 26: Language Matters**
		- **Section Overview – Cultural Contexts: The Influence of the Setting**
			* **Chapter 27: Japanese Style of Decision Making in Business Organizations**
			* **Chapter 28: Comparing and Contrasting German and American Business Cultures**
			* **Chapter 29: Intercultural Communication in the University Setting**
			* **Chapter 30: Culture and Communication in the Classroom**
			* **Chapter 31: Negotiating Cultural Understanding in HealthCare Communication**
			* **Chapter 32: “Half-Truths” in Argentina, Brazil, and India: An Intercultural Analysis of Physician/Patient Communication**
	+ **Classwork**
		- **Be prepared to discuss:**
			* Verbal and Non-Verbal Communication domestically and internationally
			* Why ‘Language’ Matters.
			* The importance of Culture and Communication in the Classroom/College/University/Institute
			* Negotiating Among Cultures

**Student Outcomes:**

At the conclusion of this week students will:

1. Students will understand the nuances and difficulties of verbal and non-verbal communications both domestically and internationally.
2. Students will be able to discern scholarly communications.
3. Students will be able to understand the success and failure of international communications – utilizing specific country examples.

**Week Four Supplementary Resources: To Be Discussed in Class**

1. Seven Cultural Differences in Nonverbal Communication

<https://online.pointpark.edu/business/cultural-differences-in-nonverbal-communication/>

1. Negotiating: The Top Ten Ways that Culture Can Affect Your Negotiation

[**https://iveybusinessjournal.com/publication/negotiating-the-top-ten-ways-that-culture-can-affect-your-negotiation/**](https://iveybusinessjournal.com/publication/negotiating-the-top-ten-ways-that-culture-can-affect-your-negotiation/)

**Week Five – February 21st**

* **Assignments to be Completed:**
	+ **Written:**

|  |  |
| --- | --- |
| **Week Five: Write a one-page paper for each location listed below and describe how you would prepare to live and work in that location:**1. **U.K. (England and/or Scotland)**
2. **Ireland (Republic of Ireland and/or Northern Ireland)**
3. **Italy**
 | (3 pages not including references, or title page – must use APA style writing) 10% |

**Ensure your writing shows evidence of proper spelling, grammar, punctuation, transitions, etc. as well as indicating you gave critical thought to your written assignments. Refer to *Publication Manual of the American Psychological Association* (7th Ed.). American Psychological Association. ISBN-13: 978143383216.**

* + **Reading(s)**
		- **Section Review – Communicating Interculturally: Becoming Competent**
			* **Chapter 33: A Model of Intercultural Communication Competence**
			* **Chapter 34: Managing Intercultural Conflicts Effectively**
			* **Chapter 35: Understanding Cultural Identities in Intercultural Communications: A Ten-Step Inventory**
			* **Chapter 36: Adapting to a New Culture**
		- **Section Review – Ethical Considerations: Changing Behavior**
			* **Chapter 37: The Limits of Cultural Diversity**
			* **Chapter 38: Intercultural Personhood: An Integration of Eastern and Western Perspectives**
			* **Chapter 39: A Communicative Approach to Intercultural Dialogue on Ethics**
			* **Chapter 40: Peace as an Ethic for Intercultural Communications**
	+ **Classwork**
		- **Be prepared to discuss:**
			* Communicating competently domestically and internationally.
			* Ethical considerations in global communications.
			* How far can Cultural Diversity stretch?
			* Differences/nuances of Western and Eastern communication perspectives.
			* Considering ‘peace’ as an active and ethical way to promote intercultural communications.

**Student Outcomes:**

At the conclusion of this week students will:

1. Students will become adept at the competencies necessary to communicate domestically and internationally.
2. Students will be able to write ethical communications.
3. Students will discern Western and Eastern communications and understand which one (or both) work best.
4. Students will come away from this class understanding how ‘peace’ can encourage effective international communications.

**Week Five Supplementary Resources: To Be Discussed in Class**

1. Global Principles of Ethical Practice in Communications: influence economies and individuals

<https://www.globalalliancepr.org/code-of-ethics>

1. Difference Between Eastern and Western Culture

[**https://www.differencebetween.com/difference-between-eastern-and-vs-western-culture/**](https://www.differencebetween.com/difference-between-eastern-and-vs-western-culture/)

**Week Six – February 28th**

* **Assignments to be Completed:**
	+ **Written:**

|  |  |
| --- | --- |
| **Week Six: Interview a professional in your business environment who was born in another country. Have him/her describe the differences in communication styles between the U.S. and his/her country of origin. Additionally, ask him/her to address the following:** 1. **Perceptions of the U.S.**
2. **Perceptions of recent news events**

**Be prepared to discuss in class.** | (3 pages not including references, or title page – must use APA style writing) 10% |

**Ensure your writing shows evidence of proper spelling, grammar, punctuation, transitions, etc. as well as indicating you gave critical thought to your written assignments. Refer to *Publication Manual of the American Psychological Association* (7th Ed.). American Psychological Association. ISBN-13: 978143383216.**

* + **Reading(s)**
		- **Section Review – New Perspectives: Prospects for the Future**
			* **Chapter 41: From Culture to Interculture: Communication, Adaptation, and Identity Transformation in the Globalizing World**
			* **Chapter 42: The Multiculturalism Dilemma**
			* **Chapter 43: Asia-centricity and Shapes of the Future: Envisioning the Field of Intercultural Communication in the Globalization Era**
			* **Chapter 44: Seeking Common Ground While Accepting Differences through Tolerance: U.S./China Intercultural Communications in the Global Community**
	+ **Classwork**
		- **Be prepared to discuss:**
			* **The future of Intercultural Communication.**
		- **Work on Week Seven Class Presentations.**

**Student Outcomes:**

At the conclusion of this week students will:

1. Students firm up their knowledge through research and practice and become comfortable on presenting their intercultural communication final project

**Week Six Supplementary Resources: To Be Discussed in Class**

Presentation Skills: 7 Presentation Structures Used by the Best TED Talks

[**https://www.youtube.com/watch?v=hMk5s1y486I**](https://www.youtube.com/watch?v=hMk5s1y486I)

**Week Seven – March 7th**

* **Assignments to be Completed:**
	+ **Written:**

|  |  |
| --- | --- |
| **Week Seven: Write a paper/group paper on an intercultural communication topic of your choice. Some potential topics could be:**1. **Why intercultural communication is more important today than ever before?**
2. **How has the internet affected intercultural communication?**
3. **Specific ways a person may become a more effective international communicator.**
 | (5-7 pages (not including references, or title page – must use APA style must be accompanied by slide presentation) 20% |

**Ensure your writing shows evidence of proper spelling, grammar, punctuation, transitions, etc. as well as indicating you gave critical thought to your written assignments. Refer to *Publication Manual of the American Psychological Association* (7th Ed.). American Psychological Association. ISBN-13: 978143383216.**

* + **Classwork**
		- **Presentation – 15 minutes; Q@A 5 minutes**

**Student Outcomes:**

At the conclusion of this week students will:

1. Prepare a paper and present an international communication topic regarding intercultural communications.

**Course Closing Questions/Remarks**

**Remind students to fill out their course evaluation forms.**

### Appendix I: Grading Rubric for Written and Classroom Assignments:

EVALUATION OF WORK

 Student’s Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_

Title \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Overall Grade \_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| I. CONTENT  | Low  | High  | Comments  |
| A. Appropriateness  | 1 2 3 4 5 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  |
| (Meets objectives of assignment)  |  |
| B. Organization  | 1 2 3 4 5 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  |
| (Logical sequence of subject matter)  |  |
| C. Theory  | 1 2 3 4 5 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  |

(Incorporates learned theory into assignment)

D. Application 1 2 3 4 5 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Practical application of theory)

E. Critical Thinking 1 2 3 4 5 \_\_\_\_\_\_\_\_\_\_ (Discussion and recommendations based on analysis)

II. ADDITIONAL COMMENTS (if any)