ENC/INR 3930 Global Citizenship: Theory and Practice

Dr. Flammia/Dr. Sadri
Semester: Fall 2011
Course Credit: 3 credit hours
Meeting Day/Time: T & TH 3:00 – 4:15 pm
Classroom: BHC 131

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Course Description:

Global Citizenship: Theory and Practice is an interdisciplinary honors course that examines issues of intercultural communication and international relations as they relate to the challenges of global citizenship in the 21st century. In the course students will be introduced to basic theories of international relations and intercultural communication. They will also have opportunities to participate in real-world projects where they can put their newly-enhanced understanding into practice. They will use what they have learned to communicate effectively with members of other cultures and to develop projects to address global issues from a local perspective. Students will also share what they learn with other members of the university and the larger community through presentations and participation in campus events.

Course Objectives:

Upon completion of the course students will have

- Gained knowledge of other cultures
- Learned basic theories of international relations
- Learned basic theories of intercultural communication

Course Objectives (continued):

- Developed the ability to locate and evaluate information about global issues and about other cultures
- Developed the ability to evaluate information about global issues from both US and non-US information sources
- Used their research findings to produce local documentation targeted to a specific global issue
- Developed their oral presentation skills

Required Texts:

Sadri & Flammia, *Intercultural Communication: A New Approach to International Relations and Global Challenges,* Continuum International Publishing, 2011.

Evaluation Procedures:

Grade Categories	Due Dates	Points
Internet Research Assignment*	Thursday, 9/1	10
Research Report*	Thursday, 9/14	20
Project Proposal*	Thursday, 9/30	15
Documentation Project*	Thursday, 11/17	25
Public Presentation & Report*	Last three weeks of class	10
Project Reflection & Evaluation*	Thursday, 12/1	20

- **See the Description of Assignments section at the end of the syllabus for a detailed description of each assignment. Those assignments marked with an asterisk fulfill the Gordon Rule requirement.**

Grading Scale:

93-100=A; 90-92=A-; 87-89=B+; 83-86=B; 80-82=B-; 77-79=C+; 73-76=C; 70-72=C-; 67-69=D+; 63-66=D; 60-62=D-; Below 60=F

Incomplete Grade Policy: Incompletes will be given only at the discretion of the instructors.

Course Policies:

These course policies relate to issues of attendance, course participation, extra credit, late assignments, plagiarism, academic dishonesty, disability accommodation, standards for written work, and the Gordon Rule.

Attendance/Class Participation:

Class attendance is extremely important in a collaborative environment, as is professionalism, and promptness in turning in individual and collaborative assignments. Students will demonstrate understanding of professionalism by cooperating in every endeavor in this class, by showing enthusiasm and responsibility for their work and the work of others, by solving problems amicably and successfully, and by attending and being prepared for each class session.

Students are expected to stay current with their work. Part of professionalism is meeting all deadlines. Remember that your client is relying on you to complete your project in a timely manner.

Make-up Work/Extra Credit:

As a rule, we do not give make-up assignments or extra credit. Plan to do the necessary work to succeed on your assignments, rather than relying on special assignments to improve your grade.

Late Assignments:

We do not accept late assignments except in cases of documented medical emergencies.

Plagiarism, Cheating, and Academic Dishonesty:

All work that you submit for this class must be your own, and it must be written exclusively for this course. Also, any sources consulted for your writing must be properly documented. "Rewriting," in which a student consults a source, changes a few words, and presents the ideas as his/her own, is plagiarism. Plagiarism and cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment and may also lead to an "F" for the entire course. Plagiarism and cheating subjects a student to referral to the Office of Student Conduct for further action. See the UCF Golden Rule for further information (http://www.goldenrule.sdes.ucf.edu/). We will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, do not cheat by giving answers to others or by taking them from anyone else. We will also adhere to the highest standards of academic integrity, so please do not expect us to change your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

Disability Accommodation:

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with Student Disability Services, Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

Syllabus Amendment:

This syllabus may be amended or modified in any way upon notice; most such changes will affect the Course Schedule, so be sure that you know if any due dates change.

University Writing Center:

The University Writing Center (UWC) is a free resource for UCF undergraduate and graduate students. The UWC's most popular service is the individualized writing consultation: a trained writing consultant will spend thirty minutes with you reviewing your work and making recommendations for revision. The consultant will work with you for an hour if your paper is longer than seven pages or if you are writing a paper with a group. (Under these circumstances, all group members should attend the session.) You can bring your work to the UWC at any point in the process--even if you have not yet started writing. Your consultation will be most helpful if you take the time to:

- **prepare:** identify specific issues on which you want feedback
- **participate:** actively discuss your paper with the consultant
- **reflect:** decide which of the possibilities raised during the consultation will help you
- **act:** revise your paper

The UWC will help with writing in any subject, including out-of-class writing such as job application letters. The UWC will also help you organize oral presentations. After each consultation, you will receive a Record of Consultation (RoC) form that summarizes what was discussed. It is best to make an appointment; however, the UWC does accept walk-ins. You may use the UWC computers to work on your writing without an appointment; available software includes Microsoft Office 2000, and specialized software (Editor, Writer's Helper, Minklink, Inspiration) for brainstorming, organizing, problem-solving, proofreading, and editing. The UWC does not write, proofread, or grade papers. For more information or to make an appointment, visit the UWC website at http://www.uwc.ucf.edu, stop by MOD 608, or call 407-823-2197.

Standards for Written Work:

An "A" text is exceptional. This kind of document might lead to a promotion in the workplace. It is professional and reflects the writer's careful consideration of audience and purpose. It contains all necessary information (invention), is written in an appropriate and engaging style, is arranged in a logical manner, is memorable, and its delivery is visually appealing. It is free of mechanical errors.

A "B" text is strong. It would be considered acceptable in the workplace. It too is professional and reflects consideration of the rhetorical situation. It is generally above average in terms of the criteria mentioned for the "A" text, but falls short of excellence in one or more category. It is free of mechanical errors.

A "C" text is competent. It would probably be returned for revision in the workplace. It is generally average in terms of the major criteria listed for the "A" text. It has few mechanical errors.

Low "C" or "D" work is weak. It would probably get the writer into a difficult situation in the workplace. It falls below average in terms of one or more of the major criteria.

"F" work fails in terms of one or more of these criteria. One or more of these texts would probably get a writer fired in the workplace.

Gordon Rule:

All courses with AML, ENC, ENG, ENL, and LIT prefixes adhere to the Gordon Rule. Historically, the Gordon Rule mandated that these courses include 6000 words of graded written work; the revised Gordon Rule necessitates that they include four written and graded assignments. At the same time, the English Department tries to maintain smaller class sizes than many of our peer departments in CAH (e.g., History, Philosophy) because our courses are writing-intensive. So, it is departmental policy that we adhere to the 6000-word requirement of evaluated writing, 4000 words of which must be analytical, interpretative, and/or researched prose.

Description of Assignments:

Each assignment is described in detail. Note the total number of points each assignment is worth and the due date for each assignment.

Internet Research Assignment (10 points) Due Thursday, 9/1

Objective:
This assignment is designed to help the students further understand our course topics that are facing our world. In addition, this assignment will allow the students use the knowledge acquired from the lectures & texts as well as enhancing their research, writing, & communication skills.

Style:
IRA is a written research report in essay format and well-documented in the MLA style with at least 3 different internet references representing 3 diverse perspectives. Please follow the exact format of the sample IRA at our course website before you submit your assignment. An excellent source of MLA format is: Kirszner, Laurie G. & Stephen R. Mandell. *The Holt Handbook*, 4th rev. ed. Fort Worth (TX): Harcourt Brace College Publisher, 1995. Feel free to use newer editions of this text, but avoid editions before 1995.

Steps:
Following steps are required for each IRA: first, students must follow all instructions, so they are not penalized. Second, students should begin by completing the required readings related to our topic and based on the instructions in this assignment. Third, students must answer **5** major questions about the article: 1) What is its main argument? 2) What are the basic facts used by the author in support of the argument? 3) What are the strengths and weaknesses of the article (Hint: write equally about each)? 4) How is this article related to our texts and discussions? 5) Finally, the students must conduct an internet research, in which they answer: What is new about this topic? In responding to this 5th question, students are free to take any angle, approach, or point of view, as long as they support their argument with facts, evidence, & examples.

Students must answer each of the **5** questions in separate paragraphs, after typing each question. The assignment must be in Microsoft Word (which works with Webcourses), otherwise you earn a zero score.

Like an essay, the IRA must start with an introductory statement (a separate paragraph) before you answer the five questions and ends with a concluding statement (a separate paragraph) after you answered each question separately. The length of answers must be **at least**: 50 words for the first question, 50 words for the second one, 150 words for the third, 150 words for the fourth one, and 600 words for the fifth question. Using the Word Count Function in Microsoft Word, make sure that your answers meet the minimum required length. In an essay format, the report should be: at least 1000 words, single-

spaced, in New Times Roman font, in black color font, and ten-point font size. The report should include at least 3 new and different internet references (representing philosophically diverse views) that students find with their on-line research. Avoid using quotes (especially large ones) from your sources. Instead paraphrase ideas in your own words and document them. Without an exception, all your references and documentations MUST be in the MLA format, based on the above mentioned source. Use our sample IRA, as your main example.

General Guidelines:
The 3 web sources (in form of news, op-ed article, etc) must be related to our assignment topic and region. Students are advised to find sources that present truly diverse ideas or perspectives, which provide the final analysis with a more balanced input. However, you are free to present any point of view (even the most radical idea). You are not graded based on your views, but according to the quality of your analysis. IRA an extensive work (at least 1000 words), which will be evaluated based on following **criteria: clarity, organization, comprehensiveness, argument quality, and supporting evidence (examples).**

Assignment Scores:
You may earn maximum 10 points divided in the following fashion. You can earn up to 1 point for each of 5 answered questions. In addition, you may receive up to 1 point for meeting each of the 5 above criteria.

Specifications:

Assigned Article:	"A Global Power Shift in the Making" by James Hoge
Geographic Region:	Asia
Research Topic:	"Asia, Power Shift, & the West"
Task:	After answering the 4 basic questions about this article, conduct a fresh Internet research to update our knowledge about this topic.

Research Report (20 points) Due Date Thursday, 9/14

For this assignment, you should write an 8-10 page research report on a global issue; you may choose one of the global issues we have discussed in class or select another issue (with the instructors' approval).

You should review a minimum of ten current sources for your report. You must use a variety of sources for this assignment (print, online, interview). You must use at least three non-US sources. You must use at least two interviews as sources. One of your interview sources should be with a subject matter expert in another culture. The interviews may be conducted via email, using Skype, via videoconference, or through another computer-mediated medium.

The purpose of your report is to enhance your understanding of the complexity of the issue and to use the research to develop a documentation project to address one aspect of the issue at the local level.

The report should use the MLA reference style for citation of sources. You should include a Works Cited page.

Proposal Assignment (15 points) Due Date Thursday, 9/30

To: **Students in ENC/INR 3930**

From: **Dr. Flammia/Dr. Sadri**

Re: **Request for Project Proposal**

Date: **September 12, 2011**

The purpose of this Request for Proposal (RFP) is to request that each team submit a detailed and specific proposal for the documentation project. Your proposal must include these sections: Introduction, Background, Description of the Project, Project Plan, Schedule, Qualifications, Budget, and Conclusion. The proposal should include these attachments: an Outline, a Sample Design Page, a Schedule Chart, and the resumes of all team members.

Introduction

You should only provide a general overview of what you want to do and of what the proposal contains. You should generate interest in your idea, motivate the reader to read further, and help the reader understand what will be covered.

Background on the Problem or Need

This section offers a thorough review of the problem your proposal is addressing. You should provide the appropriate context to show that there is a need for your proposed service, product, or solution. If, as in many cases, your audience is familiar with the background issues, you may omit this section or make it very brief. It is a good idea to include this section, however, if only to show your audience your understanding of the problem. If your readers need to be persuaded there is a need for your documentation, this is the section where you must persuade them.

You should cover these items in detail:

Need—discuss why the document is needed
Subject—discuss the subject of your document.
Purpose—give the purpose of your document.
Scope—describe the focus and depth of detail of your document.
Audience—discuss the users of your document, their knowledge level, background, and other relevant audience analysis factors.

Description of What is Proposed

In this section you cover the specifics of what you plan to do or what you have to offer. In the description of the proposed service, product, or solution, you discuss the specific advantages of your service, product, or solution. If your proposal is unsolicited, this section helps persuade your audience of the need for what you have to offer. In this section, you must persuade your audience that your proposed course of action will be effective.

You should cover these items in detail:

Medium—discuss why you are doing this document as a printed document, or as an online help file, or as a Web site.
Content—discuss what your document will cover and why it will cover this information. You should include an outline of the organization of the content. Refer me to your **attached detailed outline**.
Style—describe the kind of writing style you will employ in this document.
Design—provide an overview of your design plans for the document.
Illustrations—discuss possible figures and tables you hope to include or revise.
Other Reader Aids—discuss other helpful aids you hope to include.

Refer to at least one **attached page providing your proposed design** (in detail) for your page or Web page.

Specific Plan for Providing What is Proposed

Provide your detailed plans for implementing your approach. You may cover many topics here including, for example, how the project will be organized and what the specific plans and procedures are. Specify your approach to satisfying the requirement. In this section, you should persuade your audience that you are able to manage the project. For some kinds of proposals, this part of the proposal discusses in detail the method (how you will bring about the result you have described) and resources (facilities, equipment, and other resources) necessary for your approach. In a grant proposal, for example, this part is sometimes called the methodology section.

You should cover these items in detail:

> Research—discuss how you plan to gather information about your project and detail any information you have already gathered.
> Production—discuss how this project will be produced.

Schedule for Carrying Out the Plan

In the schedule or timetable, you should discuss in detail how you plan to achieve each phase of the work proposed and typically attach a schedule showing how various deadlines will be met. You will need to indicate your proposed work on every phase of the project. A thoroughly detailed schedule is one helpful element for persuading your audience that you can deliver your service, production, or solution on time.

You should describe your schedule and its rationale in at least a paragraph, and you should refer me to an **attached schedule**.

Qualifications of Those Who Will Carry Out the Plan

In the qualifications section you need to discuss your team's specific credentials. For this part, you will often provide a prose discussion of the credentials and qualifications of those involved, and you will often include curricula vitae (in academe) or resumes (in the corporate world) as an appendix to the proposal. Where appropriate, identify those specifically responsible for management of the project if more than a few people are involved (discuss, for example, the management structure of the group).

You should discuss your qualifications in detail and **attach resumes for each member of your team**.

Budget

Many proposals require no budget at all. However, often in college assignments and in company proposals there may be production, research, or equipment costs. You will have to account for all of these costs in this section. In the budget section, you must persuade your audience that the cost of what you propose is justified and you will need to discuss how the work will be paid for or budgeted. In proposals where you are requesting funding, you'll want to make sure you have clearly justified the amount you are requesting. This section of a proposal is extremely important in grant proposals requesting funding for one research project or another. You will need to justify every item and to verify each and every cost.

If applicable, you will need to cover the budget in at least a paragraph, and refer the readers to an attached budget.

Conclusion

Your conclusion is your final opportunity to persuade your audience to approve your proposal. You may restate your key points and the greatest strengths of your proposal. Also, your conclusion may reaffirm the overall confident tone of your proposal.

You should provide a detailed conclusion and persuade the instructors to approve your proposal.

Documentation Project (25 points) Due Date Thursday, 11/17

A documentation project (website, manual, newsletter, white paper) targeted to a specific global issue. The documentation project should develop out of the research students have done throughout the semester on various global challenges and the way that some individuals and organizations have sought to address these challenges.

Students should have a clearly defined audience and purpose for the document. For example, a website that encourages citizens in Central Florida to participate in the local programs that the International Council of Central Florida organizes for dignitaries who visit Central Florida via the U.S. State Department International Visitors Program. Citizens can get involved by hosting dinners or cultural events for the foreign dignitaries.

Students have to determine whether a print or an online document will be most effective for their intended audience and purpose. They have to take the project through the research and planning phase (including the development of a proposal for the project) through the drafting and design stage, and finally, to the production and distribution phase.

Public Presentation and Report on Public Presentation (10 points) Due Between 11/14 and 11/28

(Note: The written report may be turned in immediately after the presentation, but the final due date is not until Thursday, 12/1.)

Public Presentation

Teams will give public presentations based on their documentation projects. Depending on the topics of their projects, teams may give presentations to other classes at UCF**,** to classes at local high schools (for example, the magnet Global Studies program at Dr. Phillips High School), or may choose to give a presentation as part of Diversity Week, International Education Week, or another relevant campus or community event.

Report on Public Presentation

Students will be required to write a short (2-3 pages) report on the presentation they give. Their report should include:

- A brief summary of the content of the presentation
- A brief description of the audience and setting for the presentation
- A self-evaluation of the success of the presentation, including ideas for improving or expanding future presentations on the topic
- A discussion of the feedback received from the audience
- A discussion of what the team learned from the experience of giving the presentation

Project Reflection and Evaluation (20 points) Due Date Thursday, 12/1

At the end of the semester, you will turn in a project reflection and evaluation.

This assignment is your evaluation of your project. When you write the reflection and evaluation you are reflecting on the project as a whole. You should discuss what went well, what did not go as planned, and how you handled problems/challenges. The most important part of the reflection is to discuss what you learned from the project and what you plan to do differently in your next project based on what you learned in the course of doing this project.

The report should be in memo format and addressed to Dr. Sadri and Dr. Flammia. The memo should be approximately two pages in length—no more than three pages maximum. Use a formal writing style for your report.

Weekly Schedule:

Week 1

8/23 Introduction to Course
8/25 Global Issues

Week 2

8/30 Defining Culture
9/1 Core Concepts of Intercultural Communication

Week 3

9/6 Approaches to the Study of Intercultural Communication—Social Science
9/8 Approaches to the Study of Intercultural Communication--Interpretive

Week 4

9/13 Approaches to the Study of Intercultural Communication—Critical
9/15 Approaches to the Study of Intercultural Communication—Dialectical

Week 5

9/20 Verbal Communication
9/22 Verbal Communication (continued)

Week 6

9/27 Nonverbal Communication
9/29 Nonverbal Communication (continued)

Week 7

10/4 Visual Communication
10/6 Visual Communication (continued)

Week 8

10/11 Mass Communication
10/13 Mass Communication (continued)

Week 9

10/18 Diversity Week (We will participate in the events of Diversity Week.)
10/20 Diversity Week

Week 10

10/25 Ethical Issues
10/27 Ethical Issues (continued)

Week 11

11/1 Practicing Global Citizenship
11/3 Guest Speaker

Week 12

11/8 Practicing Global Citizenship (continued)
11/10 Guest Speaker.

Week 13

11/15 International Education Week (We will participate in the events of International Education Week.); Public Presentations by students will begin this week.
11/17 Public Presentations.

Week 14

11/22 Public Presentations.
11/24 No class meeting for Thanksgiving Holiday.

Week 15

11/29 Public Presentations.
12/1 Public Presentations.

Course Schedule:

Week	Date	Topic	Assignments Due	Reading Assignments
1	8/22	Introduction; Global Issues	No assignment due	Chapter 1
2	8/29	Core Concepts of Intercultural Communication	IRA due Thursday, 9/1	Chapter 2
3	9/5	Approaches to the Study of IC	No assignment due	Chapters 3 & 4
4	9/12	Approaches to the Study of IC (cont.)	Research Report due Thursday, 9/14	No reading assignment
5	9/19	Verbal Communication	No assignment due	Chapter 5
6	9/26	Nonverbal Communication	Proposal due Thursday, 9/30	Chapter 6
7	10/3	Visual Communication	No assignment due	Chapter 7
8	10/10	Mass Communication	No assignment due	Chapter 8
9	10/17	Diversity Week	No assignment due	No reading assignment
10	10/24	Ethical Issues	No assignment due	Chapter 9
11	10/31	Practicing Global Citizenship	No assignment due	Chapter 10
12	11/7	Practicing Global Citizenship (cont.)	No assignment due	No reading assignment
13	11/14	Public Presentations; International Education Week	Documentation Project due Thursday, 11/17	No reading assignment
14	11/21	Public Presentations	No assignments due	No reading assignment
15	11/28	Project Reflection and Evaluation	Report on Public Presentation due Thursday, 12/1; Project Reflection and Evaluation due Thursday, 12/1	No reading assignment