**COM 272**

**FOUNDATIONS FOR INTERCULTURAL COMMUNICATION**

**Section 002**

**Online**

Instructor: **Bryan Asbury** .

Office Phone: **309.438-7768 .**

Email: **beasbur@ilstu.edu .**

**Expect a 24 hour response time .**

Teaching Philosophy…

**It is my belief that at this institution we are to . become a community of learners by providing a . safe, open environment in which all students are . capable of fulfilling the role of both learner and . learned. It is the responsibility of each student to . come prepared for each class having completed all . assigned tasks, having an open mind, and . having a complete commitment to the process of . learning. .**



j0151337

j0158007

**COM 272 Course Description:** Basic concepts of intercultural communication, including values, beliefs, norms, linguistic and nonverbal differences between cultures, cultural bias, ethnocentrism, and cultural adjustment.

Prerequisites: None

**Course Learning Outcomes**

|  |  |
| --- | --- |
| **Result from Course** | **Benefit to You** |
| Explain the concepts of “standpoints” and the goal and limitations of understanding standpoints of other groups | You will learn how everyone |
| Describe globalization, its strengths and limitations, and its impact on our culture and that of others. | You will learn how the world is changing through globalization.  PS. This impacts everything. |
| Summarize effective concepts for dialogue on difficult subjects, especially relating to identity | You will learn both the academic and practical ways to approach issues of identity |
| Differentiate between perspectives of cultural assimilation and pluralism | You will develop practical skills for moving into new cultural spaces and working with diverse perspectives. |
| Define and give examples of different types of intergroup intolerance | You will increase your capacity to work with various groups and advocate for stronger intercultural communication |
| Explain links between capital (e.g., marketing, production, commerce), politics, and culture | You will learn important information that will prepare you to understand the economy of globalization |
| Demonstrate an understanding of aspects and issues related to diverse identities (and intersection of identities), with a focused understanding of a specific identity group | You will develop a stronger appreciation of the impact of identity lived experiences |
| Explain both the importance and limitations of seeking to understand standpoints of other groups | You will increase your capacity to understand people who are different from you effectively and ethically |
| Propose specific ideas for social action (civic or political) for better relations between people | You will develop skills to move theoretical ideas into practical solutions. |

**Texts**

Sorrells, K. (2016). *Intercultural communication: Globalization and social justice* (2nd ed.). Los Angeles, CA: Sage.

(ISBN: 978-1-4522-9275-5)

This course will begin with the textbook, but will include additional reading and support materials.

**

****

Additional Requirements:

A strong internet connection

A reliable internet machine with PowerPoint, Microsoft, and YouTube connections

A working ISU e-mail account that you check regularly! (It must be your ISU account.)

**ASSIGNMENTS**

**Informal Demonstrations of Knowledge**

**Theory Discussion**

In these interactive discussions, students will have an opportunity to use cultural and intercultural theories from within each respective unit to discuss practical solutions to social problems. The students will get to identify important theories and features of theories within each unit that are relevant to improving the lived experiences. Instead of focusing on correct answers, we will explore the multiple perspectives and range of value that communication theories and concepts bring to bear on the conversation. (The discussion is not measured by right or wrong answers, but heuristic value and thoroughness of explanation and application of theory.)

The purpose of this assignment is to share, challenge, and engage in our shared understandings of intercultural communication. We will use discussions to explore various understandings and perspectives on intercultural communication theory and experience. We will ask and answer each other’s questions. We will provide each other with our considerable insights. In order for these discussions to be successful, we will each need to come to class, even virtual, ready and willing to share our perspective so that our understanding is individually and collectively expanded.

**Reflection Paper**

The students will write informal reflection papers that will be opportunities to reflect on their own learning and the course. Students will speak to two general themes: 1.) “What are your biggest learnings of this unit? And how will you use them?”; 2.) “How is class going for you? What works? What could be improved? And what could you be doing to improve your learning?”

The units covered:

Unit 1: Introductions to Culture and Communication

Unit 2: Globalization and Identities

Unit 3: Structuring Identities and Communication

Unit4: Contexts of Identity

Unit 5: Imagining Identities

The purpose of the reflection paper is to think individually about the information covered in course proceedings and how we each anticipate using our respective learning in our personal, social, and professional lives. The reflection paper is an opportunity to contextualize the learning. The reflection paper is also an opportunity to think about how the class is working or not working. It is a chance to think about what additional supports are needed for success in the class, from the learner and the instructor. Each reflection paper presents the possibility of regrouping and recommitting to the course for the next unit.

**Formal Demonstrations of Knowledge**

Over the course of the semester, the students will have multiple opportunities to demonstrate engagement and knowledge in the area of intercultural communication. The content of these demonstrations will be connected to the unit within which the demonstration is due. Each unit will task the students with answering a question (with additional underlying questions), using a theoretical framework.

The form of the demonstration will vary throughout the course. Students can select a demonstration of knowledge that they deem most appropriate for the selected unit and audience. [Students should not repeat any demonstration of knowledge.]

These assignments are an opportunity to demonstrate our understanding of course material, contextualize the learning to solve real problems, and engage course material through a variety of communicative channels. These assignments are your chance to make the course learning meaningful in ways you deem most appropriate.

You will get to use your understanding of intercultural communication to solve important social problems. These demonstrations of knowledge will engage both critical and creative thinking. The wide range of knowledge demonstrations will set you up for success in the future because you are able to choose an appropriate structure for demonstrating the knowledge and craft the content. The purpose of this assignment is for you to define success and achieve it.

**CONTENT**

**Demonstration of Knowledge #1 (Reflection on your own identity):** Any discussion of difference must always begin with an understanding of one’s self. (How can you identify as something as different if you do not fully appreciate your starting point?) After considering various aspects of group-based identity, describe how you see your own identity. What are ways “central” identities (e.g., sex, gender, class, race, ethnicity, sexual orientation, cultural background of your ancestors, religion, political views) may impact your identity with or without your awareness. Give the reflection deep thought. For example, avoid writing simply (or only) about your identity as a sorority member or a Starbucks barista. If these are important to you, you can certainly bring them into discussion, but do not neglect your race/sex/class or other “higher-level” identities that might shape who you are. (Or even better, how those identities interact with each other. For example, how does your gender impact your experience as a Starbucks barista? Or how does your race impact your experience in a sorority?) Our lived experiences are informed by our identities. And in order to appreciate those experiences (and the experience of this course) we must identify the standpoint with which we approach the content of this course.

**Demonstration of Knowledge #2 (Dialogue, praxis, and globalization):** Choose one of the following themes:

* Dialogue: Describe an interaction you have had (or that you have witnessed and can describe in detail) that deals with conflict over diversity-related issues. This might be a social media discussion, a conversation you had with a family member, or some other interaction. Describe how the interaction proceeded. In what ways was it effective or ineffective? Finally, introduce key aspects of steps for effective dialogue from class notes. How might following these have changed the dialogue. What are the implications for you as a communicator and citizen?
* Locating and understanding a group in your community. Locate a civic or political organization in your community that is related in some way to culture or identity, particularly, an identity that you do not share (you can try to convince me of the connection). For example, in the Bloomington/Normal area, we have community centers (e.g., Western Avenue Community Center, Unity Community Center, Black Lives, Matter, The Immigration Project, MarcFirst, the Activity and Recreation Center (for elderly adults). Apply the notions of Sorrells chapters 1 to this location: What sorts of civic or political engagement might be involved with this location? What would one’s role as an outside need? What sorts of information would you need to be a good “ally” with this program, and what would that allyship look like if you are an outsider to the group?
* Globalization: The Good, the Bad, and the Ugly. Define globalization and describe the ways that globalization has impacted your life (for example, what are all of the ways, in a given way, that your life, practice, or products “touch” upon the global)? What are some advantages or disadvantages of globalization? Who might experience these advantages or disadvantages unevenly, and in what ways, specifically?

**Demonstration of Knowledge #3 (Prejudice):** Choose a specific target of prejudice. Analyze it in terms of the ideas from this unit. For example: What are the various ways that prejudice plays out toward the groups (hate crimes, microagressions, policies, media representation); be as specific as possible. What are the implications for you as a communicator or as an organizational member (e.g., if you wanted to address prejudice in an organization, a school, or a city program)?

**Demonstration of Knowledge #4 (Political Economy, relationships, crossing borders):** Choose one of the following three themes:

* Political economy: Choose some aspect of mainstream values or beliefs (e.g., conception of beauty; what counts for success; the American Dream). Write about possible market, political, or media forces that have shaped that perception, ideal, or value, giving specific examples, if possible. What purposes might influence these groups to seek to “shift” culture in one direction or another? In what ways might the everyday culture you live be, in fact, shaped deliberately by others—and what are the implications of this for you as a person?
* Stigmatized relationships: Choose a particular type of stigmatized relationship (e.g., interracial romance, gay or lesbian relationships, polyamory, etc.). Look up news articles and write about possible issues or struggles someone in that type of relationship might face. As always, do not choose a type of relationship in which you, yourself, participate. What issues might the relationship face in terms of acceptance, family, celebration, media coverage, and so on? What are possible implications for you as a communicator, citizen, employer, etc.?
* Crossing borders: Choose a specific immigrant group, either localized to an area (e.g., Brazilians in Boston area; Hmong in the Northeast) or in general (e.g., Central Americans; Syrians; Vietnamese; Uighurs; Rohingya, Mexicans). Describe the conditions and timing of their immigration (e.g., why did they immigrate, when, to where). What special issues might they face as a group? OR describe a group who was already present (Mexicans in the Southwest, Indian Americans) where the border crossed them. How might their experience be alike or different from those of your own ancestors (for example, your ancestors might have been forced to immigrate here as slaves)? What are the implications for you as a person and/or for us as a society?

**Demonstration of Knowledge #5 (Book Review):** Choose one of the books from the list (or propose your own to the instructor). Read the book, taking notes. What are the key ideas that the book presents (summarize the main points). What critical response has there been to the book, if any? Which points made you think the most (whether or not you agreed with them)? What are some points of agreement and disagreement with the points the author makes? What implications might the book have for the U.S. as a country, for organizations (schools, universities)? What implications for you as a world citizen?

**Demonstration of Knowledge #6 (Interview):** During the semester, find someone that holds an identity that you do not share and interview that person about their own perspectives of life in America, of communicating with people of the mainstream, and so on. Prompts could encourage students to consider how that person’s perspective are simply those of an individual (for example, by finding other stories or narratives in the media that compare or contrast with that person’s perspectives).

**FORM**

This class is an exploration of different ways of being *and doing*. To that end, the students will be exploring multiple epistemologies and pedagogies. For the demonstration of knowledges, the students will explore different ways that information gets shared and knowledge is stored. Here is a non-exhaustive list of ways in which knowledge can be demonstrated.

**Art/Collage:** Draw, construct, or paint some pieces of art that represent an argument or a theme. Add a rationale (a few paragraphs) about the artwork that explains/justifies your design/vision.

**Cartoon/Animated Video:** Write and create a quick five-minute animated video that responds to the prompt and points to course material. Available animation services could include: Powtoon, Moovly, or another free online animation site.

**Children’s/Comic Book:** Write a book for children that connects to course concepts. Your book should have drawings, as well as text, and should be in the form of a story. You will also want to write an abstract for the book.

**Creative Non-fiction:** Write a creative piece of work that resembles (and is based in) reality. You could write a journal (series of entries) that show how someone lives through the material in this course.

**Facebook debate:** (Re)create a debate through Facebook or some social media. The disagreement should be a careful representation of multiple sides of the issue with a specific demonstration of “better” ways to communicate.

**Game Creation:** Create a choose-your-own journey game that interactively “teaches.” You’ll use Google Slides to create this Choose-Your-Own-Journey Story.

**Essay:** Write an argumentative paper with three sections: introduction, body, and conclusion. In this paper, you will articulate your response to the prompt with careful consideration of grammatical construction.

**Handbook:** Make a handbook that serves as a 2nd person guide for the reader. Handbook could include short infographics, pictures, writing selections, etc.

**Infographic:** Create a detailed, lengthy infographic using Canva or Piktochart. Integrate design, video, pictures, and other elements.

**Newspaper/Magazine:** Create a newspaper or magazine that covers the theme from the class. It should have multiple sections and perspectives on the topic.

**Photo Essay:** Create a visual argument using text and photos in ways that the relationship between the text and the photos illuminate responses to the text.

**Play/Skit:** Write the script for a play/drama/comedy. (Performance of the presentation can be optional.)

**Podcast:** Transcribe or record apodcast episode that includes: advertisement, programming, and more—just like one you might download from Apple, Stitcher, or Google Play.

**Poetry/Rap/Song:** Write lyrics about a theme from class. (You do not need to perform the piece, only construct. It should be about 3-5 minutes if performed live. For example, a song would need a chorus, two verses, a bridge, and a repeat of the chorus.)

**Tik Tok recordings**: You will use the format of the social media app Tik Tok. You will record creative arguments using 30-, 90-, or 270-second recordings. You will want to consider the visual and audio appeal of the presentation. (And you can make a series of recordings in multiple parts.)

**Vlog:** In this confessional style recorded presentation, you will speak to the audience through the gaze of the camera. You will speak candidly and directly to your audience about the theme of the class.

**Website:** Build a website using Google Sites. Design a theme. Integrate writing, video, pictures, and other elements.



* **SUCCESS:** Communication is not just about talking, but also about listening and remembering. If you’re like me, you have trouble remembering. Good note-taking is essential to success so you remember everything we go over, because if you don’t remember then you can’t use the skills we learn! Even though this is online, I encourage you to watch every video, complete every optional reading, and complete other review activities as available.



**EVALUATION**

In this course, you will determine your own grade. (Not just in that your work determines your grade, but that you will write a rationale for your final grade.) For me, grades are not a representation or the focus of learning. So, I have given control of the final grade over to you. You’ll assign your final grade at the end of the semester and write a rationale for said grade using your work in the course as evidence of the final grade. Please see below for further details.





* **LEARNING WITH GRACE:**In this class, the provided schedule is designed for your success. Unfortunately, each learner in this class could have different needs and competing life demands. If at any point you need accommodations to the schedule, then just please ask. Alternatives can be created and flexibility provided. The only cost to this grace is that you must be do three good deeds for your community. And report it back. You do not need to justify your need for an adjustment to the schedule. Just need to propose a new timeline and complete three random acts of kindness.





COURSE POLICIES

* UNGRADING POLICY: As previously stated, you are in control of your final grade. To that end, I’ve included some guidelines for your grade rationale below. Individual assignments are not graded, so until you write that narrative at the end of the semester, you’ll be the only one who will know for sure “how you’re doing.” My hope is that working without grades allows you some space to try new things, fail miserably, laugh at yourself, and try again, without pressure. We’ll do the work of the course for its own sake—for the sake of learning something new. I trust you. I trust your work ethic. I trust your integrity.

Learning Narrative Guidelines

* Based on your work this semester, select a letter grade for your work and your learning in this course. Write a narrative that addresses the following prompts:
* Discuss your process as a learner: evaluate your engagement with course content by reflecting on how you handled all aspects of this course. What specific parts of your process worked and what parts would benefit from some adjustments? Why?
* Discuss the products you generated as demonstrations of your learning: evaluate how your work has changed across the semester. Did certain elements improve more than others? Did certain elements become easier or more challenging? Describe.
* What will you do with this knowledge in future semesters? Make a commitment to yourself.
* What have you learned about yourself—as a learner and a member of a learning community—in this course?
* FEEDBACK EXPECTATIONS: You can expect feedback. But the feedback will be on the outcomes of your work (and not on the grade),
* PROFESSIONAL COURTESY: Professional courtesy includes respecting others' opinions, not interrupting in class, being respectful to those who are speaking, and working together in a spirit of cooperation. I expect you to demonstrate these behaviors at all times in this class. With that in mind, sleeping, reading materials irrelevant to class purposes, and disrupting the class will not be tolerated and will result in the student being considered absent for that particular class period.
* BEHAVIORAL EXPECTATION POLICY: Should any student violate the expectations of appropriate classroom behavior (as mentioned in the professional courtesy and presentation etiquette policies above), the instructor will schedule a meeting to discuss these expectations and develop a behavioral modification plan. If these behaviors persist, you will be at-risk for failing the course.
* N’ETIQUETTE: Netiquette is a set of rules for behaving properly online. Something about cyberspace makes it easy for people to forget that they are interacting with other real people. Make sure to avoid profanity. Be respectful of the difference in this class. Avoid grammar and spelling errors. Be kind and avoid flaming.
* BEHAVIORAL EXPECTATION POLICY: Should any student violate the expectations of appropriate classroom behavior (as mentioned in the professional courtesy and netiquette policies above), the instructor will schedule a meeting to discuss these expectations and develop a behavioral modification plan. If these behaviors persist, you will be at-risk for failing the course.

**EVEN MORE COURSE POLICIES?!?**

**CHEATING/PLAGIARISM:** Students are expected to be honest in all academic work, consistent with the academic integrity policy as outlined in the *Code of Student Conduct*. All work is to be appropriately cited when it is borrowed, directly or indirectly, from another source. Unauthorized and unacknowledged collaboration on speech topics and/or the presentation of someone else’s work warrants plagiarism.

Students found to (inadvertently) commit acts of dishonesty will receive appropriate penalties specific to the assignment in question. Students found to commit intentional acts of dishonesty will receive a failing grade in the course and will be referred for appropriate disciplinary action through Student Conduct and Conflict Resolution Office.





**University Bereavement Policy:** If a student experiences a death of an immediate family member or relative as defined below, the student will be excused from class for funeral leave, subsequent bereavement, and/or travel considerations. The student will provide appropriate documentation and arrange to complete missed classroom work as soon as possible according to the process outlined below.

Upon notification of the absence and proper documentation, each faculty member shall excuse the student from class according to this policy and provide an opportunity to complete missed exams, quizzes, and other required work. Ultimately, the student is responsible for all material covered in class and must work with each individual professor as soon as they return to complete any required work. Details can be found at the following website: http://policy.illinoisstate.edu/students/2-1-27.shtml





**Pedagogy of Grace:** We are all enduring trying times. We have great plans for a strong semester. But everything seems up in the air under the current social situation. As we’ve seen in the past years, everything can turn on a dime. There is one constant through all of this: We will get through this together. If anything should come up this semester, please stay in contact with me. I am here as your ally through this class. And I will help you in any way I can as long as you stay in communication with me. Let’s gear up for a great semester.

**More Course Policies…**

* **Communicating with Me:** If you need to contact me by email, please feel free to do so at my Illinois State e-mail address. Please do not contact me through Reggie Net. However, you must give me 24 hours to respond to your email on weekdays and 48 hours to respond to your email on weekends. For example, if you email me an hour before class starts, do not assume I will respond to that email within the hour. As a student of higher education, it is expected that all communication be of professional quality. When writing through e-mail to an instructor ***identify the COURSE in the subject line of the email*.** Please be sure to address the instructor in a professional manner. Always sign your name in your e-mails. Please follow these guidelines so your e-mail is given full consideration.
* **Student Accommodations:** Any student needing to arrange a reasonable accommodation for a documented disability and/or medical/mental health condition should contact Student Access and Accommodation Services at 350 Fell Hall, (309) 438-5853, or visit the website at StudentAccess.IllinoisState.edu.
* **School of Communication Research Pool Webpage:** This website is dedicated to research projects approved by the School of Communication which students enrolled in communication courses may participate during the semester. Com 111 students are encouraged to participate in research projects found on this to facilitate the production of new knowledge about communication and to learn about the value of research. The website can be found at <https://sites.google.com/site/ilstusocstudies/home>
* **Mental Health Resources:** Life at college can get very complicated. According to recent research, nearly 40% of college students are at-risk for developing generalized anxiety disorder and are less likely to seek help for it compared to other mental health issues. Students also sometimes feel overwhelmed, lost, experience depression, and struggle with relationship difficulties or diminished self-esteem. However, many of these issues can be effectively addressed with a little help. Student Counseling Services (SCS) helps students cope with difficult emotions and life stressors. Student Counseling Services is staffed by experienced, professional psychologists and counselors, who are attuned to the needs of college students. The services are FREE and completely confidential. Find out more at Counseling.IllinoisState.edu or by calling (309) 438-3655.
* **DA****TEN**

**Tentative Schedule for COM 272: Foundations for Intercultural Communication**

**Unit 1:**

**Introductions**

**Week 1: 01/16-01/21** **Orientation to Intercultural Communication**

Readings about Intercultural Communication

Definitions of Culture

Benefits of Intercultural Competence

**Assignments:**

* Complete Introduction Biography
* Complete Readings
  + Sorrell Ch. 1: Studying Intercultural Communication
  + Additional Reading: Intercultural Communication
* View supplemental materials
* Post in Discussion One

**Week 2: 01/22-01/28 Recognizing the Self as Other**

Readings about cultural identities

Positionality

Intersectionality

**Assignments:**

* Complete Readings
  + Additional Reading: Broadening Horizons
  + Additional Reading: Building Identities
  + Additional Reading: Standpoint theory
* View supplemental materials
* Post in Discussion Two

**Week 3: 01/29-02/04 Praxis, Dialogue, and Globalization**

Readings about globalization

Civic and political engagement

Communication between identity groups

**Assignments:**

* Complete Readings
  + Sorrells Ch. 2: Understanding the context of globalization
  + Additional Reading: Orbe & Harris: Interracial Comm.
  + Additional Reading: Political Engagement, Communication, and Democracy
* View supplemental materials
* Post in Discussion Three

**Week 4: 02/05-02/11 Demonstrations of Knowledge**

Demonstrations

**Assignments:**

* Complete Informal Demonstration of Learning #1
* Complete Formal Demonstration of Learning #1

**Unit 2: Globalization and Identities**

**Week 5: 02/12-02/18 Types of Difference**

Readings on difference in culture and communication

Discuss the impact of culture on bodies

**Assignments:**

* Complete Readings
  + Sorrells Ch. 3: Globalizing Body Politics
  + Additional Reading: Types of Difference
* View supplemental materials
* Post in Discussion Four

**Week 6: 02/19-02/25 Space and Place**

Intercultural Communication and Exclusion Readings

Discuss the ways in which culture is (not) bound by space

**Assignments:**

* Complete Readings
  + Sorrells Ch. 4: (Dis)placing Culture and Space
  + Additional Reading: Barriers to Intercultural Comm
  + Additional Reading: Stereotypes, Prejudice, Discrimination
* View supplemental materials
* Post in Discussion Five

**Week 7: 02/26-03/03 Demonstrations of Knowledge**

Demonstrations

**Assignments:**

* Complete Informal Demonstration of Learning #2
* Complete Formal Demonstration of Learning #2

**Unit 3: Structuring Identities and Communication**

**Week 8: 03/04-03/10 Conflict and Intercultural Identities**

Intercultural Conflict Readings

Discuss the role of cultural identities in conflict

**Assignments:**

* Complete Readings
  + Sorrells Ch. 9: Negotiating Intercultural Conflict
  + Additional Reading: Intercultural Conflict
* View supplemental materials
* Post in Discussion Six

**Week 09: 03/11-03/17 Spring Break**

**Week 10: 03/18-03/24 Media and the Market**

Culture and Media Readings

Culture and Economic Interest Readings

Discuss the role of media and capitalism on culture

**Assignments:**

* Complete Readings
  + Sorrells Ch. 7: Jamming Media and Culture
  + Sorrells Ch. 8: Culture and Capitalism
* View supplemental materials
* Post in Discussion Seven

**Week 11: 03/25-03/31 Demonstrations of Knowledge**

Demonstrations

**Assignments:**

* Complete Informal Demonstration of Learning #3
* Complete Formal Demonstration of Learning #3

**Unit 4: Context of Identity**

**Week 12: 04/01-04/07 Borders and Margins**

Readings about Immigration

Discuss marginalization

Understand identity in movement

**Assignments:**

* Complete Readings
  + Sorrells Ch. 6: Migration and Intercultural Adaptations
  + Additional Reading: the new Mestiza
* View supplemental materials
* Post in Discussion Eight

**Week 13: 04/08-04/14 Organizations and Relationships**

Readings on identities in organizations

Cultural identity in relationships

**Assignments:**

* Complete Readings
  + Sorrell Ch. 5: Privileging Relationships
  + Additional Readings: Contextualizing Culture
  + Additional Readings: Relating and Communicating
  + Additional Readings: Intercultural Relation Forms
  + Additional Readings: Intercultural relations and identity
* View supplemental materials
* Post in Discussion Nine

**Week 14: 04/15-04/21 Demonstrations of Knowledge**

Demonstrations

**Assignments:**

* Complete Informal Demonstration of Learning #4
* Complete Formal Demonstration of Learning #4

**Unit 5: Imagining Identities**

**Week 15: 04/22-04/28 Race/Ethnicity & Age**

Race and Ethnicity Readings

Discuss the impact of age on communication

**Assignments:**

* Complete Readings
  + Additional Readings: Race and Ethnicity
  + Additional Readings: Age
* View supplemental materials
* Post in Discussion Ten

**Week 16: 04/29-05/05 Sex/Gender/Sexuality & Disability**

Readings on Sex, Gender, and Sexuality

Discuss the reciprocal impacts of disability and communication

**Assignments:**

* Complete Readings
  + Additional Reading: Gender
  + Additional Reading: Sexuality
  + Additional Reading: Disability
  + Sorrells Ch. 10: Intercultural Communication for Social Change
* View supplemental materials
* Post in Discussion Eleven

**Week 17: 05/06-05/10 Demonstrations of Knowledge**

Demonstrations

Final Grade Rationale

**Assignments:**

* Complete Informal Demonstration of Learning #5
* Complete Formal Demonstration of Learning #5
* Submit Grade Rationale
* Schedule Grade Conference (if necessary)