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USC Annenberg

**COMM 324**  
**Intercultural Communication**  
**Spring 2018 T/Th 2:00-3:20 ASC 204**

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Instructor:	Jillian Pierson, Ph.D.	jilliank@usc.edu
Office	ASC 333	Office hours are tentative and subject to change.
Hours:	Wed 1-1:50 T/Th 10-10:50	Feel free to text to confirm before heading over. If these times are inconvenient for you, we can figure out an alternative together.
Phone:	(323)xxx-xxxx	Sometimes talking is much more useful than emailing. As long as you're respectful, I welcome your phone calls.

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### Course Goals

This class will introduce you to the field of intercultural communication, which draws from an array of academic disciplines. The overall goal is to prepare you to be the best global citizen you can be. Using readings, lectures, in-class exercises, discussions, film clips and your own assignments, we will:

- Enhance our understanding of the myriad of ways that cultures differ
- Develop a meaningful vocabulary for discussing these differences
- Learn about processes that affect intercultural interactions
- Investigate a variety of contexts in which intercultural communication takes place
- Take an introductory look at the current strands of research in the field
- Apply course concepts to analyze real-world intercultural interactions

Although this is a class in *concepts and theories* of intercultural communication, your *skills* will likely have grown by the end of the semester as your awareness of the fundamental issues grows.

### Required Texts

Samovar, L. A., Porter, R. E., McDaniel, E. R., & Roy, C. S. (2015). *Intercultural communication: A reader* (14th Ed.). Boston, MA: Cengage. [You must use the 14th edition.]

Fadiman, A. (1997). *The spirit catches you and you fall down*. New York: Farrar, Straus & Giroux. [any edition is fine]

*Additional required readings are posted on Blackboard.* Please check Blackboard frequently to find links to readings and other information.

Please note that class lectures rarely repeat material from the text, but that you will be required to read and thoroughly understand the readings assigned on the course calendar.

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### Tentative Course Schedule, Subject to Change:

Most of the articles noted in the calendar are from the Samovar, Porter, McDaniel & Roy textbook which is an edited anthology. Readings not from the anthology are posted on Blackboard, as noted with the "Bb," with the exception of the Fadiman book.

	Date	Topic	Assignment Due/Exams
1	Jan 9	Course Welcome & Introductions	
	Jan 11	Why study intercultural communication?	<b>Culture Description</b>
	Readings:	McDaniel, E. R., Samovar, A., & Porter, R. E. (2014). Understanding and applying intercultural communication in the global community: The fundamentals. Saint-Jacques, B. (2014). Intercultural communication in a globalized world. Bb: Alexander, B. K, et al. (2014). Defining and communicating what "intercultural" and "intercultural communication" means to us. <i>Journal of International and Intercultural Communication</i> , 7(1), 14-37.	
2	Jan 16	Research paradigms: Approaches to the study of intercultural communication	
	Jan 18	Applying the paradigms; Successful writing	
	Readings:	Bb: APA format; Determining source quality Korzenny, F. (2014). Relevance and application of intercultural communication theory and research. Bb: Martin, J., & Nakayama, T. <i>Intercultural communication in contexts (5<sup>th</sup> Ed.)</i> . New York: McGraw-Hill. pp. 44-83.	
3	Jan 23	Research Strategies Session Guest: USC Librarian Chimene Tucker	<b>Bring laptop to class</b>
	Jan 25	Experiential Intercultural Training	
	Readings:	Endicott, L., Bock, T., & Narvaez, D. (2003). Moral reasoning, intercultural development, and multicultural experiences: Relations and cognitive underpinnings. <i>International Journal of Intercultural Relations</i> , 27(4), 403-419. doi:10.1016/S0147-1767(03)00030-0 Rasmussen, L. J., & Sieck, W. R. (2015). Culture-general competence: Evidence from a cognitive field study of professionals who work in many cultures. <i>International Journal of Intercultural Relations</i> , 48, 75-90.	
4	Jan 30	World View	<b>Research Paradigm Assignment</b>
	Feb 1	Dimensions of Culture	
	Readings:	Bb: Ishi, S., Klopf, D., & Cooke, P. (2006). Our locus in the universe: Worldview and intercultural communication. Ting-Toomey. (2014). Managing intercultural conflict effectively. Bb: Triandis, H. C. (2000). Culture and conflict. <i>International Journal of Psychology</i> , 35(2), 145-152.	

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	Date	Topic	Assignment Due/Exams
5	Feb 6	Cultural Patterns	
	Feb 8	Cultural Patterns	
Readings: Begley, P. A. (2014). Communication with Egyptians. Jain, N. C. (2014). Some basic cultural patterns of India. Bb: Robinson, J. H. (1996). Professional communication in Korea: Playing things by eye. <i>IEEE Transactions on Professional Communication</i> , 39(3), 129-134. Bb: McSweeney, B. (2002). Hofstede's model of national cultural differences and their consequences: A triumph of faith—A failure of analysis. <i>Human Relations</i> , 55, 89-118.			
6	Feb 13	Intergroup Relations	
	Feb 15	From Cognition to Interaction	<b>Field Experience Paper 1</b>
Readings: Bb: American Anthropological Association's 1998 Statement on Race. Bb: Watch: Crenshaw, K. (2016, October.) <i>Kimberlé Crenshaw: The urgency of intersectionality</i> [Video file]. Retrieved from <a href="https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality">https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality</a> Ribeau, S. A., Baldwin, J. R., & Hecht, M. L. (2014). An African American communication perspective. Bb: Gaertner, S. L., Mann, J. A., Davidio, J. F., Murrell, A. J., & Pomare, M. (2000). How does cooperation reduce intergroup bias? In C. Stangor (Ed.), <i>Stereotypes and prejudice: Essential readings</i> (pp. 435 – 450). Philadelphia: Psychology Press. Bb: Gaines, S. O., Chalfin, J., Kim, M., & Taing, P. (1998). Communicating prejudice in personal relationships. In M. L. Hecht (Ed.), <i>Communicating Prejudice</i> (pp. 163-186). Thousand Oaks: Sage.			
7	Feb 20	Cultural Identity	
	Feb 22	Whiteness and Privilege	
Readings: Chen, G. M. (2014). An alternative view of identity. Collier, M. J. (2014). Cultural identity and intercultural communication. Martin, J. N. (2014). Understanding Whiteness in the United States. Pratt, S. B., Pratt, M. B., & Dixon, L. D. (2014). American Indian identity: Communicating Indian-ness. Bb: Morber, J. (2015, Sept 17). If you're white, science says you're probably a racist. Now what? <i>Quartz Media</i> . Retrieved via <a href="https://qz.com/502019">https://qz.com/502019</a> .			
8	Feb 27	Midterm	<b>Midterm Exam</b>
	Mar 1	Exams returned / Documentary: <i>A World of Gestures</i>	
Readings: Cargile, A. C. (2014). Language matters. Fong, M. (2014). The nexus of language, communication, and culture.			
9	Mar 6	Verbal Aspects of Intercultural Comm	
	Mar 8	Language, Meaning, and Identity	

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- Week 9 Readings: Ellis, D. G. & Maoz, I. (2014). Dialogue, argument, and cultural communication codes between Israeli-Jews and Palestinians.
- Moring, T., & Husband, C. (2007). The contribution of Swedish-language media in Finland to linguistic vitality. *International Journal of the Sociology of Language*, 2007(187-188), 75.
- Gay, G. (2014). Culture and communication in the classroom.
- Skow, L. M., & Stephan, L. (2014). Intercultural communication in the university classroom.
- Watch: Chen, K. (2012, June). *Keith Chen: Could your language affect your ability to save money?* [Video file]. Retrieved from [www.ted.com](http://www.ted.com).

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*March 11-18 Enjoy Spring Break*

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- 10 Mar 20 Nonverbal Aspects of Intercultural Communication
- Mar 22 Cultural Appropriation
- Readings: Andersen, P. (2014). In different dimensions: Nonverbal communication and culture.
- McDaniel, E. R. (2014). Japanese nonverbal communication: A reflection of cultural themes.
- Bb: Rogers, R. A. (2006). From cultural exchange to transculturation: A review and reconceptualization of cultural appropriation. *Communication Theory*, 16(4), 474-503.
- Bb: Mannie, S. (2014, July 8). Dear white gays. *The DM Online*.
- Bb: Cooper, B. (2014, July 15). Iggy Azalea's post-racial mess: America's oldest race tale, remixed. *Salon*.
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- 11 Mar 27 Cultural Transitions **Field Experience Paper 2**  
Excerpt from *God Grew Tired of Us*
- Mar 29 Cultural Adaptation
- Readings: Public Radio International. (2005, March 11). "Should I stay or should I go?" *This American Life*. Episode 284. Available at <http://www.thislife.org>. [This is an audio file.]
- Croucher, S. M. (2009). How limiting linguistic freedoms influences the cultural adaptation process: An analysis of the French Muslim population. *Communication Quarterly*, 57(3), 302-318
- Kim, Y. Y. (2014). From culture to interculture: Communication, adaptation, and identity transformation in the globalizing world.
- Wan, C., & Chew, P. Y. (2013). Cultural knowledge, category label, and social connections: Components of cultural identity in the global, multicultural context: Components of cultural identity. *Asian Journal of Social Psychology*, 16(4), 247-259.
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- 12 Apr 3 Cultural Change and Development
- Apr 5 Culture Investigations **Presentations**
- Readings: *The Spirit Catches You and You Fall Down*, p. 1-92
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- 13 Apr 10 Culture Investigations **Presentations**
- Apr 12 Culture Investigations **Presentations**
- Readings: *The Spirit Catches You and You Fall Down*, p. 93-209
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- 14 Apr 17 Culture Investigations **Presentations**

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Apr 19 Xx

Readings: Complete *The Spirit Catches You and You Fall Down*, p. 210-290.

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15 Apr 24 ICC in Health Care and the Workplace

Apr 26 Ethical Dilemmas and the Right to Culture

Readings: Nishiyama, K. (2014). Japanese style of decision making in business organizations.

Hinner, J. B. (2014). Comparing and contrasting German and American business cultures.

Bb: Chen, G. (2015). Theorizing global community as cultural home in the new century. *International Journal of Intercultural Relations: IJIR*, 46, 73.

Geist-Martin, P. (2014). Negotiating Cultural Understanding in Health Care Communication.

Rao, N. (2014). "Half-truths" in Argentina, Brazil, and India: An intercultural analysis of physician-patient communication.

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May xx

Final Exam xx – xx

**Exam**

### Course Policies

#### No laptops or electronics.

In order to create the best possible learning environment, I ask you to please turn your cell phones off when you enter our classroom and to not open your laptops or tablets. I completely understand the temptation to multi-task but I think we'll all benefit from focusing without technology. Read the articles I've posted on Blackboard on this topic for a lengthier discussion of this policy.

**Late Papers:** If your paper is late, it will be marked down by one third of a letter grade for every day it is late, regardless of the reason. Also, please be aware that if you end up handing a paper in late (thus accepting the automatic deduction), it falls to the bottom of my stack of things to do and will most likely not be returned to you in a very timely manner.

**Missed exams:** Missing an exam is terrible all around. You would never do that unless you were really, seriously ill. Contact me immediately so we can try to remedy the situation and make sure you do not end up with a zero score.

#### Electronic Submission of Assignments

Please upload your assignments to Blackboard only, with the one exception of an outline for your culture project (see below). Submit your assignment *before* arriving to class on the days they are due.

**Participation/Attendance:** Our class sessions combine lecture and discussion. Participation (including attendance, promptness, courtesy, attentiveness, involvement in classroom activities, and discussion that clearly demonstrates you have kept up with the course material) may affect your grade by up to one third of a grade.

Missing more than four class periods *regardless of the reason* may result in a failing grade in the

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course. Arriving late twice or leaving early twice is viewed as equivalent of one absence. There is no need to discuss with me reasons for your absences since it is reasonable that in fifteen weeks, you would have cause to miss one, two or even three classes. If for some reason you suspect you may miss more than four class sessions, see me immediately to discuss whether you will need to withdraw from the course.

When you miss class, please do not ask *me* what you missed. It is your responsibility to seek out that information from other students. Once you have done that, I welcome the opportunity to talk with you and to go over any questions.

**Grading:** To achieve a “C” or better on papers, you must write at a level appropriate for a university student, i.e., with correct grammar, punctuation and spelling. If you have specific difficulties with either writing or oral communication, please let me know before you turn in your first assignment.

I believe a “B” represents really good work. An “A” represents excellent work. If you are disappointed by a grade, I would be happy to discuss my feedback with you and help you improve for the next assignment.

Grades will be calculated as follows:

Homework/Quizzes	5%
Field Experience 1	20%
Field Experience 2	20%
Midterm	20%
Culture Presentation	15%
Final Exam	20%

### Assignments

Please read all instructions carefully and ask questions if you are unsure about the requirements. I’ve written out this detailed information to help you succeed on the assignments; look for additional information and samples of most of these assignments on Blackboard.

**NB:** The assignments you undertake should all be about cultures other than your own. You will have many opportunities to share your own cultural background and experiences with us in class discussions. For the papers and culture presentation, however, I want you to investigate new territory.

### Culture Homework

Write two or three paragraphs describing your own culture and what it means to you. (This is the one exception to the note above about not writing about your own culture!)

### Research Paradigm Assignment (Homework)

1. Find and read a recent research article in intercultural communication.
2. Turn in the citation for the article along with the article’s published abstract.

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3. Based on the information presented in class about research paradigms, write a brief paragraph or two explaining which perspective the author(s) took and what about their work made that perspective evident.

Be sure to choose a *research* article where the authors conducted some kind of study. Do not choose a meta-analysis (a study of other studies), a book review, an essay, or an article that only discusses theory.

We will discuss in class how to look for articles in our USC Library system. Good sources include the *International Journal of Intercultural Relations* (which I refer to as IJIR), *Human Communication Research*, *Communication Quarterly* and journals in other disciplines such as the *Journal of Personality and Social Psychology* and the *Administrative Science Quarterly*. Avoid journals that are very specific to a certain field, such as nursing or geriatrics.

### Field Experience Reports (Two papers: 5-7 pages each)

These assignments combine cultural explorations with knowledge gained from the textbook and your own research. Each of these parts should enhance the other. The field experience should give you first-hand cultural knowledge that will help you understand the text and the text gives you a theoretical perspective that will increase your understanding of what you see in the field. You will know you've done a good job if you've learned something both during the experience and in the application of the text.

- Each field experience should consist of an experience conducted *this* semester, and any research included should be research undertaken for *this* class.
- Write a five to six page typed paper about each of your two explorations (i.e., one paper on one exploration is due in the seventh week; another paper on a second exploration is due in the eleventh week).
- **You MUST do this to pass the assignment:** Integrate at least one relevant idea from the Samovar, Porter, McDaniel and Roy textbook (from one of the *assigned* chapters) or one of the other required readings that are already listed on the course calendar. Be specific in referring to the idea and cite the pages where the information can be found in the text. (I may post magazine articles or blog posts to Blackboard as assigned readings, but these should not be used to fulfill this part of the assignment.)
- Write as if your audience consists of readers who are well educated but have no special expertise in intercultural communication. You therefore must explain the text ideas clearly enough that your audience will understand them solely from reading your paper, and show how the ideas specifically apply to the experience.
- Each report should be carefully proofread and demonstrate a high level of competence in written communication.

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Each typed report should include these elements:

- the date you are turning in the report
- an intriguing title for each report, centered above the text of your paper
- the name of the *type* of report you have chosen to do
- type that is double spaced with 1 inch margins, 12 point standard serif font

### Field Experience Options

Choose any one option for the first paper and then choose a different option for the second paper.

The questions listed in each option are given as mere starting points to stimulate your thinking. You should expand on these or substitute for them. The quality of your analyses will depend on how interesting the questions are that you pose during your investigations.

- I. Cultural Interview: Interview someone from another culture who is living in the U.S. What surprises did they encounter when they came here? What differences have they noticed? How have they adjusted? Focus on differences in human interaction and communication. Cite at least one outside source which gave you additional information about your interviewee's original culture. The additional information should directly support and contribute to the field experience, not provide background or geographical information. Please do not interview a member of your immediate family. Choose someone who arrived here within the last few years.
- II. Expatriate Interview: Interview someone from the U.S. who has lived for at least a year in another country sometime in the last five years. What surprises did they encounter in the new country? What differences did they notice? How did they adjust? Focus on differences in human interaction and communication. Cite at least one outside source which gave you additional information about the culture your interviewee visited. The additional information should directly support and contribute to the field experience, not provide background or geographical information. Please do not interview a member of your immediate family.
- III. World Culture Clash: Analyze one of the world's ethnic conflicts from an intercultural communication perspective. What cultural differences might help create or exacerbate the conflict? What concepts from the text might increase understanding of the situation? Cite at least three sources of your information about the clash. The conflict you select should be a situation that continues today and you should not spend more than a paragraph or two giving historical background. (Please do *not* choose the Israeli-Palestinian conflict or the conflict in Northern Ireland.)
- IV. Cultural Phenomena: Look through magazines and newspapers to find stories which highlight **cultural** (rather than political or economic) phenomena. (The *Los Angeles Times* often carries such articles, generally featured as their "Column One" on the front page.) Choose three stories that are somehow related (e.g., they're all from the same culture *or* they all discuss very similar issues *or* they're all related to one course concept/theme). Discuss the cultural issues presented and how they relate to course concepts. Include a reference page that lists the articles you read.

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- V. Intercultural Theory and Research: Choose three research articles from research journals on one *specific* topic of intercultural communication discussed in the text that you would like to explore in greater depth (or a topic not covered at all in the text, as long as you get my approval one week ahead of the due date). Write a miniature literature review by summarizing and evaluating the findings from the studies. Include a reference page giving the citations of the articles.
- VI. Intercultural Communication Improvement: Provide an example of an intercultural communication situation that has been improved. For example, you might briefly describe what occurred at a high school with significant racial tensions before, during and after they underwent a program to help students get along better. Use at least two sources (even if you are only able to find one about the improved situation) and relate the story to course concepts. Include a reference page.
- VII. Your Own Idea: Consult me first; then conduct your own exploration. Please be sure to discuss your idea with me at least one week in advance. You will have to incorporate at least one written resource, depending on your experience.

### Some additional hints:

The best field experiences are novel. Your best friend may have just returned from a semester abroad but you've probably already heard a lot about the trip, so interview someone else who has really spent a significant period of time in another country.

Explain ideas *in your own words*; do not just parrot what the text says. Choose the most relevant text concepts to apply so you can say something meaningful about your experience (and note which page numbers the concepts came from). When additional sources are required, make sure to use ideas that directly contribute to the understanding of your experience. Do not use outside sources merely to provide geographic, economic, or political background.

The quality of your outside sources (are they articles from academic journals or did you use a travel web site?) may affect your grade. Do *not* use an encyclopedia (including Wikipedia), factbook or almanac to meet the minimum number of sources requirement.

If you don't see any differences in the culture or articles you've chosen, why not? Provide some analysis about the similarities or why the differences are not easily observed.

We will discuss the field experiences in class on the days you submit them. This will be a time for you to learn what others are doing and to describe what you are learning through your own explorations.

See Blackboard postings for further advice and examples of field experience reports.

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### **Culture Presentation (oral presentation plus an outline with references)**

The culture project is an opportunity to research one aspect of the intercultural communication field that interests you and **relate it to course concepts** in a meaningful way. You will present your findings in a brief, informative and extemporaneous oral presentation (5-7 minutes). Your topic should be something **very specific** because you only have **five to seven minutes** to share the information with the class. Use a topic that is new to you for this course.

On the day of your presentation, turn in an outline and reference page (bringing a hard copy for me to look out while you are talking, as well as uploading to Blackboard). The outline should be thorough enough that it will clearly remind me of all the points you covered in your talk, but does not need to be so detailed that it reads like a paper or a written-out speech. ***Your outline should clearly show how your topic is related to course concepts*** by citing the textbook, lecture notes or other assigned readings.

You will delivery your talk **extemporaneously**. This means you will speak to the class without reading, although you may glance at an outline or note cards that you use as a guide. Do not write out and memorize or read your talk word for word.

Please use a minimum of **six sources**, at least four of which are written sources, such as academic journals, books, magazines or web sites. For the fifth source and beyond, you might use interviews, films, documentaries, or something else appropriate to your topic. Although you must cite our readings or lectures, please do not include the text or other class readings as one of your six required sources on your topic.

**Relate your topic to culture.** In other words, instead of just telling us about a phenomenon, what about the specific culture involved creates the practice? What about *Korean* culture makes politeness rules particularly important? What about the *Colombian* culture makes the gangs of orphaned children so protective of one another?

Whatever topic you choose, make sure the subject is **specific and detailed** enough to be interesting, and **narrow** enough to be accomplished in no more than seven minutes. Broad generalizations (“Life in Zimbabwe is very different from the U.S.”) are boring. Detail is interesting! Audiences find it very difficult to pay attention to long lists of information. Use examples and anecdotes to make your presentation come to life. Please time yourself before coming to class. We will not have time for you to talk longer than seven minutes, so I will have to be merciless about asking people to stop once they’ve used up their time.

Choosing an interesting topic is one of the keys to succeeding in this assignment. Try to choose something that we will all remember hearing about three months later. Choose something dynamic that is related to people’s values and experiences. Static topics don’t work well unless you have a particular slant that brings them to life. For example, you could talk about kimonos and describe what the various kinds of materials and colors have meant to the Japanese over the years. Will we all remember your talk a few weeks from now? Instead, you might learn about a small community of expert kimono tailors whose lives are changing because of the waning use of these special garments in Japan. That way you get to touch on a topic that you liked—kimonos—and give it an interesting spin.

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Your subject should be something that occurs in *present day*, not something historical. This is an excellent opportunity to pursue current, salient issues that we haven't had the time to examine deeply during class. This might be a social justice issue or movement such as Black Lives Matter or a cultural phenomenon similar to the field experience option describe above.

Please ask me to approve your topic **at least** one week prior to your presentation date.

To make an interesting presentation, follow these guidelines:

1. **Grab our attention** immediately with an interesting anecdote, question or illustration.
2. Tell us what your talk is about.
3. Break up your information into **two or three main points**.
4. Be **specific and detailed**, using examples, not generalizations.
5. Give a one-sentence summary.
6. End with a final thought that leaves a strong impression.

We won't have time to do make-ups on this assignment, so please be on time and prepared. Your polite, attentive and active participation as an audience member is highly valued and may be reflected in your own grade.

I would like to encourage you to dress presentably, in "business casual" attire. In other words, you don't need to wear a business suit, but you'll probably want to leave your flip-flops and baseball caps at home. We'd like to listen to you and not be distracted by your midriff, cleavage, or funny t-shirt!

### Exams

The midterm and final exams should determine if you have learned the material covered in the readings, lectures, and class discussions. They will also ask you to apply what you have learned and demonstrate your ability to analyze intercultural situations. The final will not be "cumulative" in that you won't have to go back to the earlier chapters and study them in depth. But your knowledge will build and the open-ended final exam questions should reflect that knowledge base.

Please note that you are responsible for both the material presented in the readings and in class. The two do not always overlap. If you missed a class, it would be a good idea to get notes and discuss them with at least two other students.

Prepare for a series of challenging multiple choice questions on the exams. If you know yourself to be someone who has difficulty with these kinds of tests, seek help early in the semester (see "additional resources" below).

### Info for Students with Disabilities

Any student requesting academic accommodation based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved

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accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m. – 5:00 p.m., Monday through Friday. Contact information for DSP is 213-740-0776 and [ability@usc.edu](mailto:ability@usc.edu).

If you haven't ever been diagnosed with a special learning challenge but suspect you might have one, visit the center to take an assessment.

### **School of Communication Academic Integrity Policy**

The School of Communication is committed to the highest standards of academic excellence and ethical support. It endorses and acts on the SCampus policies and procedures detailed in the section titled: "University Student Conduct Code." See especially Appendix A: "Academic Dishonesty Sanction Guidelines." The policies, procedures, and guidelines will be assiduously upheld. They protect your rights, as well as those of the faculty.

It is particularly important that you are aware of and avoid plagiarism, cheating on exams, fabricating data for a project, submitting a paper to more than one professor, or submitting a paper authored by anyone but yourself. If you have doubts about any of these practices, confer with a faculty member or the Director of Undergraduate Studies.

### **A Note from USC on Stress Management**

Students are under a lot of pressure. If you start to feel overwhelmed, it is important that you reach out for help. A good place to start is the USC Student Counseling Services office at 213-740-7711. The service is confidential, and there is no charge.

### **Emergency Preparedness/Course Continuity in a Crisis**

In case of a declared emergency that makes travel to campus not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies.

### **Additional Resources**

Please take advantage of some of the resources your tuition supports. Early in the semester, visit The Writing Center for one-on-one assistance or small-group workshops. (Email [writing@usc.edu](mailto:writing@usc.edu) or call 213-740-3691). If you have difficulty with tests, reach out to the Center for Academic Support (call 213-740-0776 or email them at [study@usc.edu](mailto:study@usc.edu)).

### **Looking Ahead**

Every semester one of the great benefits of teaching this class is that I get to learn from the wealth of experiences and backgrounds students bring to the course. I'll be your guide through the materials, but you will make many contributions. I look forward to your participation and to learning more together about culture and communication.

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### Statement on Academic Conduct and Support Systems

#### **Academic Conduct:**

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, “Behavior Violating University Standards” <https://policy.usc.edu/scampus-part-b/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

#### **Support Systems:**

*Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call*

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. <https://engemannshc.usc.edu/counseling/>

*National Suicide Prevention Lifeline - 1-800-273-8255*

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. <http://www.suicidepreventionlifeline.org>

*Relationship & Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call*

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. <https://engemannshc.usc.edu/rsvp/>

*Sexual Assault Resource Center*

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: <http://sarc.usc.edu/>

*Office of Equity and Diversity (OED)/Title IX compliance – (213) 740-5086*

Works with faculty, staff, visitors, applicants, and students around issues of protected class. <https://equity.usc.edu/>

*Bias Assessment Response and Support*

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. <https://studentaffairs.usc.edu/bias-assessment-response-support/>

*Student Support & Advocacy – (213) 821-4710*

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. <https://studentaffairs.usc.edu/ssa/>

*Diversity at USC*

Tab for Events, Programs and Training, Task Force (including representatives for each school), Chronology, Participate, Resources for Students. <https://diversity.usc.edu/>