



**BALL STATE  
UNIVERSITY**

## **ENG 322-001: Language and Cross-Cultural Communication**

Spring 2026

### **SECTION 1 — COURSE INFORMATION**

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**ENG 322 –001**

**CRN:** 48158

**Semester:** Spring 2026

**Modality:** In person

**Meeting times:** Available on Canvas

**Classroom:** Available on Canvas

### **SECTION 2 — INSTRUCTOR INFORMATION**

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**Professor:** Dr. Reza Panahi

**Title:** Assistant Teaching Professor of English

**Department:** Department of English, Ball State University, Muncie, IN

#### **Contact Information:**

- **Email:** Available on Canvas
- **Main Office Phone:** 765-285-5293

#### **Office Details:**

- **Location:** Available on Canvas
- **Office Hours:** Available on Canvas

### SECTION 3 — COURSE DESCRIPTION & PREREQUISITES

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This course introduces major concepts in intercultural and sociolinguistic communication with an emphasis on Diverse Perspectives learning outcomes and High-Impact Practices (HIPs). Students will examine how language reflects and shapes culture, identity, social relationships, and power. Through readings, reflection, peer collaboration, and hands-on analysis of authentic discourse, students will learn how communication patterns vary across cultural contexts and how individuals negotiate meaning across differences.

This course includes sustained writing, real-world data analysis, peer-to-peer interaction, reflective practice, and a public demonstration of learning through the Mini Project Presentation.

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#### Prerequisites

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ENG 219 or equivalent course in language study.

### SECTION 4 — COURSE LEARNING OBJECTIVES

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By the end of this course, students will be able to:

- Explain fundamental concepts in intercultural and sociolinguistic communication.
- Identify and analyze culturally influenced communication patterns in spoken, written, and digital contexts.
- Describe how speech acts, politeness strategies, turn-taking systems, and identity work vary across cultural settings.
- Apply linguistic and pragmatic concepts to real-world examples of intercultural communication.
- Analyze authentic data from diverse speech communities and cultural groups.
- Develop a short intercultural communication project using qualitative, discourse analytic, or small-scale corpus methods.

Diverse Perspectives Learning Outcomes:

- SLO 1: Explain new or different perspectives as a result of learning from or with diverse communities, speakers, or cultures.
- SLO 2: Create conclusions by combining examples, data, theories, or perspectives from more than one field of study (for example, linguistics and anthropology).

### SECTION 5 — COURSE STRUCTURE & MODALITY

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This course meets face-to-face on campus. Students are expected to attend every class session and participate in discussion, collaborative analysis, and hands-on learning activities. Course content is organized in weekly modules on Canvas, which contain readings, assignments, discussion prompts, and instructions for each week. Most major assignments will be due at 11:59 p.m. on Fridays unless otherwise noted. Course updates and announcements will always be posted on Canvas.

## SECTION 6 — REQUIRED COURSE MATERIALS

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Primary Text:

Godwin-Jones, Robert. *Language and Culture in Context* (2020). Open-access text.

Supplementary readings, videos, and authentic data samples will be posted on Canvas each week. For more information about obtaining required course materials, see [Ball State First Day.](#)]

## SECTION 7— HIGH-IMPACT PRACTICE (HIP) FEATURES

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This course intentionally incorporates High-Impact Practices through the following features:

- Significant time investment in repeated data analysis, drafting, and reflection
- Ongoing feedback from peers and the instructor
- Collaboration during workshops and applied exercises
- Authentic real-world application using films, interviews, social media, and naturalistic discourse
- Inclusive exploration of global Englishes, marginalized linguistic identities, and culturally diverse practices
- A public demonstration of learning during the Mini Project Presentation
- Frequent opportunities for reflective writing

## SECTION 8—COURSE ASSIGNMENTS AND ASSESSMENTS

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### Course Grading Breakdown

#### Assessment Overview

Assignment Category	Percentage	Description
<b>Attendance &amp; Participation</b>	15%	Regular attendance and active engagement in class sessions, including participation in discussions, group activities, and in-class exercises. Attendance is required for meaningful involvement and is evaluated in accordance with the course attendance policy.
<b>Weekly Discussions</b>	15%	One graded discussion per class session. Discussions assess your preparation, engagement with course concepts, and thoughtful interaction with peers.
<b>Weekly Quizzes</b>	15%	Low-stakes quizzes are administered every Saturday to assess comprehension of weekly readings, lectures, and key terminology. <b>Important:</b> Quizzes close at the deadline and will

Assignment Category	Percentage	Description
		NOT be reopened or reassigned, even for official or documented excuses.
<b>Midterm Assessment</b>	25%	Consists of two components: (1) <b>Analytical Paper</b> applying intercultural communication theories to a focused topic or case study, and (2) <b>Midterm Exam</b> covering material from the first half of the course.
<b>Final Assessment</b>	30%	Consists of two components: (1) <b>Comprehensive Final Paper</b> demonstrating intercultural analysis, integration of multiple perspectives, and application of course concepts to real-world contexts, and (2) <b>Final Exam</b> covering cumulative course material.
<b>TOTAL</b>	<b>100%</b>	

*Assignment details, instructions, and rubrics will be posted on Canvas.*

### **Rubrics & Evaluation Standards**

Rubrics for homework, discussions, and exams will be posted on Canvas.

All assessments evaluate:

- Understanding and accurate use of linguistic terminology
- Ability to analyze linguistic data systematically
- Application of course concepts to real-world language use
- Clear, logical explanation of reasoning
- Growth across the semester in analytical and interpretive skills

[Details, instructions, and rubrics will be posted on Canvas.](#)

Letter Grade	Range
A	100% - 94%
A-	<94% - 90%
B+	<90% - 87%
B	<87% - 84%
B-	<84% - 80%
C+	<80% - 77%
C	<77% - 74%
C-	<74% - 70%
D+	<70% - 67%
D	<67% - 64%

D-	<64% - 61%
F	<61% - 0%

## SECTION 9 — ATTENDANCE AND PARTICIPATION POLICY

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Regular attendance and active participation are essential to success in ENG 322. This course is grounded in discussion, collaborative analysis, workshops, and hands-on engagement with intercultural communication practices. Learning in this course depends on your consistent presence and participation.

### Attendance and Grading

Attendance and participation together account for **20 percent of the final course grade**. This portion of the grade is based on:

- Physical attendance at class sessions
- Active participation in discussions, workshops, and in-class activities
- Preparation for class (having completed assigned readings or tasks)

Simply being present does not guarantee full participation credit; meaningful engagement is expected.

### Unexcused Absences

Students are allowed **three (3) unexcused absences** during the semester without penalty.

Each additional unexcused absence beyond the third will result in a **one-third letter grade deduction** applied to the final course grade (for example, B to B-). Unexcused absences cannot be made up and may result in missed participation credit.

### Excused Absences

University-approved absences will be excused when appropriate documentation is provided. Excused absences may include, but are not limited to:

- Disability-related accommodations
- Pregnancy, childbirth, hospitalization, or medical leave
- Bereavement or funeral attendance
- Religious observance
- Jury duty or court appearances
- Military service
- Participation in Ball State–approved academic or athletic activities

Students should notify the instructor **in advance when possible** or as soon as reasonably possible after an absence occurs. Documentation should be submitted promptly, with confidential information removed as needed.

## Make-Up Work

For excused absences, students may be permitted to complete alternative or make-up work at the instructor's discretion. Instructions for make-up work will be provided on a case-by-case basis. Missed in-class activities due to unexcused absences cannot be made up.

## Attendance Verification and University Reporting

Attendance is recorded for all class meetings and may be reported for financial aid verification, midterm progress reporting, and academic alerts through EAB Navigate. For any online or Canvas-based components of the course, logging into Canvas alone does not constitute attendance; attendance requires participation in academically related activities.

## Communication and Responsibility

Students are responsible for communicating about absences, obtaining notes or materials from missed classes, and staying current with course announcements on Canvas. Patterns of excessive absence or disengagement may result in instructor outreach or an academic alert to ensure appropriate support.

## SECTION 10 — ACADEMIC INTEGRITY & GENERATIVE AI

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Generative artificial intelligence (AI) tools (such as ChatGPT, Grammarly, QuillBot, or similar platforms) are increasingly used in academic and professional settings. In this course, the use of generative AI is **limited and carefully regulated** to support learning while maintaining academic integrity.

### Permitted Use (When Explicitly Authorized)

Students may use generative AI tools **only when explicit permission is given for a specific assignment**. When AI use is permitted, it may be used for limited support purposes such as:

- Brainstorming topic ideas or research questions
- Clarifying concepts, terminology, or readings
- Generating examples for practice or exploration
- Assisting with revision at the sentence or clarity level

Any use of generative AI **must be transparently acknowledged and cited** according to the instructions provided for that assignment. Failure to disclose permitted AI use will be treated as a violation of academic integrity.

### Prohibited Use

Unless explicitly authorized, generative AI tools **may not be used** to:

- Generate full drafts, paragraphs, or completed assignments

- Analyze data, discourse, or linguistic examples on a student’s behalf
- Replace original thinking, analysis, or interpretation
- Complete quizzes, exams, reflections, or written assessments
- Paraphrase or rewrite student work in ways that obscure authorship

Using AI-generated content as if it were one’s own work constitutes academic dishonesty.

### Academic Integrity and Consequences

Unauthorized use of generative AI, failure to disclose AI assistance, or misrepresentation of AI-generated content violates Ball State University’s Student Academic Ethics Policy. Consequences may include a zero on the assignment, a failing grade for the course, or referral to the appropriate university office, depending on the severity of the violation.

### When in Doubt

If you are uncertain whether the use of an AI tool is appropriate for an assignment, **ask before using it**. Asking for clarification will never be penalized; using AI without permission may be.

## SECTION 11 — EMAIL COMMUNICATION POLICY

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All emails to the instructor must follow academic formatting and include the following details in the subject line or opening lines: Full Name, Class Name, and Course Section

Example:

Subject: Question about Assignment

Hello/Dear Professor [Last Name],

My name is [Your Name], and I am a student of ENG 322, Section [Your Section].

[Your polite, concise message here.]

Sincerely,

[Your Full Name]

## SECTION 12 — REQUIRED UNIVERSITY STATEMENTS

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### University Statement

We are committed to ensuring that all members of the community are welcome, through valuing the various experiences and worldviews represented at Ball State and among those we serve. We promote a culture of respect and civil discourse.

## Disability Statement

If you need course adaptations or accommodations because of a disability, please get in touch with the instructor of record as soon as possible. Ball State's [Disability Services Office](#) coordinates services for students with disabilities; documentation of a disability needs to be on file in that office before any accommodations can be provided. Disability Services can be contacted at 765-285-5293 or [dsd@bsu.edu](mailto:dsd@bsu.edu).

## Attendance

Regular attendance is essential for success in ENG 322 because the course is grounded in discussion, collaborative analysis, and hands-on engagement with intercultural communication. Students are expected to attend all class sessions, participate actively, and contribute to the shared learning environment. Although attendance is not assigned a point value, it is a required component of the course, and attendance records must be submitted for university reporting.

Students may miss up to three class sessions without documentation. Additional absences may be excused when they fall under university-approved categories. The following absences will be excused with appropriate documentation:

- Funeral and bereavement leave
- Jury duty or required court appearance
- Late course addition
- Military absences
- Observance of religious holidays
- Pregnancy, childbirth, or related medical leave
- Student-athletes or students participating in University- or department-approved activities
- University-issued safety advisories

Students may also encounter other circumstances that result in absences, such as illness, medical emergencies, car accidents, or job interviews. Only the instructor may determine whether these absences are excused. When possible, students should provide supporting documentation, with confidential information removed as needed. Instructors are encouraged to support legitimate educational and personal needs when documentation and communication are provided promptly.

Students are expected to notify the instructor as soon as they anticipate being absent or as quickly as possible after the absence begins. Communication is essential; failure to communicate may affect a student's ability to make up missed work. Students are responsible for obtaining notes, materials, and information from any class session they miss.

Attendance must be taken for all class meetings. Instructors are required to verify that each student has attended and participated in academically related activities for financial aid purposes, attendance verification, and midterm progress reporting through EAB Navigate. For online or hybrid components of the course, simply logging into Canvas does not constitute attendance.

Instead, engagement must be demonstrated through course activities such as participation in discussions, completion of assignments, or other academic tasks.

If attendance patterns indicate that a student is struggling or disengaging, the instructor may reach out or issue an academic alert to ensure that the student receives appropriate support.

## SECTION 13 — UNIVERSITY POLICIES AND STUDENT SUPPORT RESOURCES

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### Freedom of Expression

This course supports a learning environment that values intellectual diversity, encourages free expression, and promotes open inquiry. We will approach ideas and perspectives with curiosity, respect, and a commitment to civil discourse. As members of the Ball State community, we treat one another with courtesy, compassion, dignity, and respect, and we recognize that our understanding deepens when we engage with differences in people, ideas, and experiences. Students are encouraged to review Ball State University's Statement on Freedom of Expression, the resources available on the Freedom of Expression webpage, and the Beneficence Pledge.

### Title IX

Ball State University is committed to maintaining a safe and inclusive environment for all students. If you or someone you know has experienced sexual harassment, sexual assault, dating or domestic violence, or stalking, please be aware that support services are available. For more information or to report an incident, visit [bsu.edu/titleix](https://www.bsu.edu/titleix) or contact the Title IX Coordinator at 765-285-1545 or [titleix@bsu.edu](mailto:titleix@bsu.edu).

As your instructor, I am a mandatory reporter under Title IX. This means I must report any information shared with me regarding possible sexual harassment, whether it arises in class discussions, assignments, or private conversations. After a report is made, the Title IX Coordinator will reach out to the individual involved to offer supportive measures, explain policies, and discuss possible next steps. If a formal complaint is filed by the individual or by the University, an investigation will follow established University procedures.

### University Grade Appeal Policy

If you believe that your final course grade does not accurately reflect your performance due to fairness or a procedural issue, you have the right to file an appeal. Grade appeals must be submitted within five school days of the final grades being posted by the Office of the Registrar. Please review the University Grade Appeal Policy and Process for detailed instructions.

### Student Academic Ethics Policy

Honesty, trust, and personal responsibility are fundamental values of the academic community. Academic dishonesty undermines these principles and will not be tolerated. Ball State University maintains rigorous standards of academic integrity to ensure fairness and to support genuine learning. Students are expected to read and understand the University Student Academic Ethics Policy and the resources available on the VPAA website, which guide them in avoiding plagiarism, citing sources accurately, and upholding ethical academic conduct.

**Academic integrity violations include, but are not limited to:**

- Using unauthorized resources on assignments (including devices, generative AI tools, hidden notes, or open websites)
- Using commercial study sites to access answers (such as Chegg, Course Hero, StudyPool, or OneClass)
- Sharing, selling, or distributing course materials (assignments, notes, exams, slides, or study guides) without written permission
- Working with others on assignments unless group work is specifically authorized
- Allowing others to access your files or using someone else's work
- Reusing your own work from a previous course or semester
- Sharing answers during tests or discussing exam content with students who have not yet completed the exam
- Asking others to complete work on your behalf

If you are unsure whether something constitutes academic dishonesty, please ask before submitting your work.

### The Learning Center

The Learning Center provides free tutoring, academic coaching, and Supplemental Instruction for many courses. Students may schedule online or in-person appointments through Navigate at [my.bsu.edu](http://my.bsu.edu). Testing accommodations for students with documented disabilities may also be arranged through the Learning Center. To learn more, visit [bsu.edu/learning-center](http://bsu.edu/learning-center) or call 765-285-1006.

### The Writing Center

All writers benefit from feedback, and I encourage you to use the Writing Center for this purpose. The Writing Center offers free appointments that support planning, drafting, revision, and general writing development. Sessions are available in person (Robert Bell 295 or Bracken Library First Floor West) and online. To schedule an appointment, visit [bsu.edu/writing-center](http://bsu.edu/writing-center). Appointments fill quickly, so early scheduling is essential.

### The Basic Needs Hub

If you are experiencing difficulty affording food, lack stable housing, or face financial emergencies, the Basic Needs Hub offers resources and individualized support. Students may complete a Basic Needs Assistance Form to connect with a staff member who can help identify available support.

### The Counseling Center

The Counseling Center offers free, confidential mental health services to all Ball State students. It is located in Lucina Hall, Room 320. Appointments can be scheduled by calling 765-285-1736. A 24/7 Crisis Line is available at 765-285-HOPE (4673). Students experiencing stress, anxiety, depression, or other personal difficulties are encouraged to seek support. Additional on-demand self-help resources are available through the Counseling Center website.

### The Speaking Center

The Speaking Center provides coaching and support for public speaking and presentation skills.

Students receive personalized guidance at any stage of the speech preparation process. Appointments are available in person, on Zoom, and in a virtual reality environment. The Center is located in the David Letterman Communication and Media Building, Room 302. Students may schedule appointments through Navigate or the Center's appointment link.

### Canvas Accessibility

Canvas is designed with accessibility in mind and includes features that support screen readers and accessible content creation. The platform complies with accessibility standards, and additional information is available in the Canvas Voluntary Product Accessibility Template (VPAT).

### FERPA and Privacy

Your educational records are protected under the Family Educational Rights and Privacy Act (FERPA). Most information may not be released without your written consent. Some directory information may be shared unless you request otherwise. Students may review their rights and privacy protections through the University's FERPA and Privacy resources.

### Video Conferencing Recording

At times, instructional software may be used to record class meetings or discussions. These recordings will be made available only to students enrolled in the course. Students who prefer to participate with audio only may turn off their camera, and those who wish to listen only may turn off both audio and video. Please speak with me if you have any questions or concerns.

### Plagiarism Detection

This course uses Turnitin through Canvas to prevent plagiarism. Written assignments may be scanned to determine originality. If you prefer not to participate in Turnitin, you must notify me in writing, and I will verify originality using alternative methods.

### Proctoring

If online exams or quizzes are assigned, Respondus LockDown Browser or Monitor may be required. Instructions for downloading and using these tools will be provided on Canvas if needed for this course.

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## SECTION 12 — COURSE SCHEDULE

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To support a learning experience that is responsive to the needs, interests, and pace of our class community, the course schedule may shift over the semester. The most current version of the schedule will always be available on Canvas. I encourage you to check Canvas regularly for updates and contact me if you have any questions.

This syllabus is subject to change in the event of extenuating circumstances.

Week	Date	Session Focus	Topics & Activities	Readings / Assignments
<b>Week 1: Broadening Horizons: Course Orientation</b>	Mon, Jan 5	Broadening Horizons: Course Orientation	<ul style="list-style-type: none"> <li>• Syllabus overview</li> <li>• HIP elements</li> <li>• Diverse Perspectives</li> </ul> SLOs: What it means to "broaden horizons" through intercultural communication	
	Wed, Jan 7	Introducing Intercultural Communication (1.1)	<ul style="list-style-type: none"> <li>• Defining intercultural communication</li> <li>• Culture in everyday life and academic study</li> <li>• Small-group activity: My Linguistic and Cultural World</li> </ul>	Chapter 1
	Fri, Jan 9	Cultures Under Study and in the Media (1.2)	Cultural representation, stereotypes, and media framing	<b>Reflection 1</b>
	Sat	<b>Week 1 Content Quiz</b>		
<b>Week 2: Meaning and Cultural Frames</b>	Mon, Jan 12	Meaning and Cultural Frames	Cultural schemas: meaning-making across contexts	Chapter 1
	Wed, Jan 14	Technically Speaking: Information Literacy (1.3)	Evaluating cultural information: media, technology, and credibility	Chapter 1
	Fri, Jan 16	Broadening Horizons in Practice (1.4)	Workshop: analyzing cultural meaning in media texts	<b>Reflection 2</b>
	Sat	<b>Week 2 Content Quiz</b>		
<b>Week 3: How Identities Are Built</b>	Mon, Jan 19	<b>No Class – MLK Day</b>		
	Wed, Jan 21	How Identities Are Built (2.1)	Socialization, language, and identity development	Chapter 2 (pp. 13–21)
	Fri, Jan 23	Judging and Treating Others Fairly (2.2)	Stereotypes, bias, and ethical intercultural engagement: case studies	<b>Reflection 3</b>
	Sat	<b>Week 3 Content Quiz</b>		

Week	Date	Session Focus	Topics & Activities	Readings / Assignments
<b>Week 4: Identity in Interaction</b>	Mon, Jan 26	Identity in Interaction	Identity performance and negotiation across contexts	Chapter 2
	Wed, Jan 28	Technically Speaking: Online Identities (2.3)	<ul style="list-style-type: none"> <li>• Digital self-presentation: social media and identity</li> <li>• Group Activity (workshop)</li> </ul>	Chapter 2
	Fri, Jan 30	Building Identities: Synthesis (2.4)	•Workshop: identity narratives; Mini Project brainstorming	
	Sat	Week 4 Quiz		
<b>Week 5: Language and Culture</b>	Mon, Feb 2	Language and Culture (3.1)	Language as a reflection of cultural values	Chapter 3 (pp. 37–45)
	Wed, Feb 4	Second Language Learning (3.2)	Multilingualism, acquisition, and intercultural competence	Chapter 3
	Fri, Feb 6	Using Language in Practice	Multimodal meaning-making	<b>Reflection 4</b>
	Sat	<b>Week 5 Content Quiz</b>		
<b>Week 6: Speech Acts Across Cultures</b>	Mon, Feb 9	Speech Acts Across Cultures	Requests, apologies, and pragmatic norms	Chapter 3 (pp. 45–53)
	Wed, Feb 11	Technically Speaking: Language Learning & Technology (3.3)	<ul style="list-style-type: none"> <li>• Technology, AI, and digital tools for language learning</li> <li>• Language Learning and Technology (video)</li> </ul>	Chapter 3
	Fri, Feb 13	Using Language: Applied Analysis (3.4)	Workshop: cross-cultural apology strategies	Mini Project-Proposal: <ul style="list-style-type: none"> <li>• (Check in-Week 12)</li> <li>• (Due -Week 15)</li> </ul>
	Sat	<b>Week 6 Content Quiz</b>		
<b>Week 7: Communication in Practice</b>	Mon, Feb 16	Communication in Practice (4.1)	Everyday interaction and relational work	Chapter 4 (pp. 58–66)

Week	Date	Session Focus	Topics & Activities	Readings / Assignments
	Wed, Feb 18	Language in Society (4.2)	<ul style="list-style-type: none"> <li>• Power, ideology, linguisticism, and accent discrimination</li> <li>• In-Class Workshop: Understanding Accent Stigma and Linguicism</li> </ul>	Chapter 4
	Fri, Feb 20	Conversing and Relating: Case Studies	What is a case study? • Workshop: language, status, and inequality	
	Sat	Week 7 Content Quiz		
<b>Week 8: Multilingual Practices &amp; Code-Switching</b>	Mon, Feb 23	Multilingual Practices & Code-Switching	Language choice as strategy and identity	Chapter 4 (pp. 66–74)
	Wed, Feb 25	Technically Speaking: Conversing Online (4.3)	Digital interaction and relational norms	Chapter 4
	Fri, Feb 27	Conversing and Relating: Review (4.4)	Review: collaborative concept mapping	
	Sat	<b>Week 8 Content Quiz</b>		
<b>Week 9: Spring Break</b>	March 1–8: Spring Break			
<b>Week 10: Communicating Nonverbally: Body Language</b>	Mon, Mar 9	Communicating Nonverbally: Body Language (5.1)	Gestures, posture, proxemics, cultural variation	Chapter 5 (pp. 79–87)
	Wed, Mar 11	In-Class Midterm Exam (Full Session)		
	Fri, Mar 13	Nonverbal Communication in Practice	Role-play and case analysis of intercultural miscommunication	
	Sat	<b>Week 10 Content Quiz</b>		

Week	Date	Session Focus	Topics & Activities	Readings / Assignments
<b>Week 11: Technically Speaking: Semiotics and the Internet</b>	Mon, Mar 16	Technically Speaking: Semiotics and the Internet (5.3)	Signs, symbols, memes, online meaning-making	Chapter 5
	Wed, Mar 18	Communicating Nonverbally: Synthesis (5.4)	Integrating verbal and nonverbal communication	Chapter 5
	Fri, Mar 20	Digital Nonverbal Communication	Analyzing emojis, visuals, multimodal discourse	<b>Reflection 5</b>
	Sat	<b>Week 11 Content Quiz</b>		
<b>Week 12: Environmental Contexts</b>	Mon, Mar 23	Environmental Contexts (6.1)	Physical spaces, social settings, situational norms	Chapter 6 (pp. 101–110)
	Wed, Mar 25	Professional and Institutional Contexts (6.2)	Communication in schools, workplaces, and organizations	Chapter 6
	Fri, Mar 27	Contextual Communication	Comparing communication styles across institutions	Mini Project Check-In
	Sat	<b>Week 12 Content Quiz</b>		
<b>Week 13: Technically Speaking: Professional Discourse and Privacy</b>	Mon, Mar 30	Technically Speaking: Professional Discourse and Privacy (6.3)	Professional writing, digital surveillance, and ethics	Chapter 6
	Wed, Apr 1	Contextualizing Intercultural Communication (6.4)	Context, power, and meaning-making	Chapter 6
	Fri, Apr 3	Applied Context Analysis	Workshop: intercultural scenarios in professional settings	
	Sat	<b>Week 13 Content Quiz</b>		
<b>Week 14: Communicating Across Cultures</b>	Mon, Apr 6	Communicating Across Cultures (7.1)	Strategies for intercultural understanding and adaptability	Chapter 7 (pp. 110–120)

Week	Date	Session Focus	Topics & Activities	Readings / Assignments
	Wed, Apr 8	Moving Among Cultures (7.2)	Migration, mobility, hybridity, identity change	Chapter 7
	Fri, Apr 10	Encountering Other Cultures: Media Analysis	Global cultural flows and representation	Final Paper Prompt
	Sat	<b>Week 14 Content Quiz</b>		
<b>Week 15: Mini Project Presentations</b>	Mon, Apr 13	Mini Project Presentations – Round 1	<i>Student presentations</i>	
	Wed, Apr 15	Mini Project Presentations – Round 2	<i>Student presentations</i>	
	Fri, Apr 17	Mini Project Presentations – Round 3	<i>Student presentations</i>	Mini Project Presentation Due
	Sat		<b>No Quiz</b>	—
<b>Week 16: Technically Speaking: Reflective Writing</b>	Mon, Apr 20	Technically Speaking: Reflective Writing (7.3)	Reflection as an intercultural learning practice	Chapter 7
	Wed, Apr 22	Encountering Other Cultures: Synthesis (7.4)	Revisiting course SLOs; integrating theory and experience	
	Fri, Apr 24	Final Paper Writing Workshop		
	Sat		<b>No Quiz</b>	
<b>Week 17: Final Reflections</b>	Mon, Apr 27	Final Reflections		
	Wed, Apr 29	Final Q&A and Individual Check-Ins	Course wrap-up and student conferences	
	Fri, May 1	No Class – Writing Day	Self-directed final paper revision	Final Paper Due (Canvas)
	Sat, May 2	Final Exam	(Chapters 1–7)	