

Teaching Statement and Philosophy

I believe that students should have a chance to play a transformative role in their own classrooms. It is through this thought process that I work to create a supportive environment where students feel comfortable to participate in authentic dialogue and can connect class lessons with experiential learning. My goal as an instructor is to connect individual student experience with experiential learning opportunities in and outside the classroom that integrate research, teaching, and service. As an instructor, I use service learning and innovative teaching approaches to enhance lessons and empower students. I believe that by instituting a multitude of teaching strategies, I can create a supportive environment, increase student engagement, challenge students, and allow students to apply class lessons to real-world situations. I do this by following a teacher-scholar model, where various forms of my scholarship on public service, media effects, health, and advocacy complement my teaching.

My students benefit from my expertise in public service, community-engaged research, campaign design, and community organizing. I have over five years of marketing, public relations, and media development experience working in and consulting for private and public sector organizations. My experience with the Washington State Independent Living Center, House of Representatives, El Paso Media Group, and the Las Americas Immigrant Advocacy Center provided me with hands-on experience in digital media design and campaign development. When teaching, I draw on my professional experience to show students how media and health communication can be applied in practice.

Additionally, I use an approach called Liberating Structures to drive class discussions and create authentic dialogue. Through liberating structures, I can foster collective intelligence, where students build on each other's ideas. This promotes a sense of agency, active engagement in the material, and critical thinking. This approach is suitable for all sized classrooms and gives everyone in the class an opportunity to be heard.

My approach is simple, I want students to learn and in my experience, that has been through service learning, group activities and discussions, and hands-on industry experience. I provide them opportunities to work with community organizations to create and design campaigns that aim at solving social programs. I bring in outside speakers to discuss the implications of communication in different organizations. Lastly, I grade students on their overall class improvement as well as the quality of their work.

Student success is indicative of the amount of work a professor puts into lecturing, grading, and providing quality feedback. I constantly learn and adapt my teaching based on how engaged students are throughout the semester. I give mid-semester evaluations and have students participate in roundtable discussions to evaluate both their and my class performance. Their feedback gives me the opportunity to reevaluate class assignments and adapt my teaching throughout the semester.

Teaching Evaluations

<i>Academic Year</i>	<i>Average Overall Rating of Instructor</i>	<i>Average Overall Rating of Course</i>	<i>Average for College</i>
WSUComm479 Spring 2016	4.0	4.0	NA
WSU Comm479, Fall 2015	4.8	4.5	NA
WSU Comm479, Spring 2015	5.0	5.0	NA
WSU Comm479, Fall 2014	4.37	4.21	NA
WSU Comm321, Summer 2014	5.0	5.0	4.54
WSU Comm 102 Sec 6: Summer 2013	4.86	4.86	4.58
WSU Comm 102 Sec 7: Fall 2012	4.70	4.65	4.26
WSU Comm 102, Section 10, Fall 2012	4.73	4.40	4.28
UTEP Comm 1301 2011/2012	N/A	NA	N/A

Written Evaluations

Comm 479, Spring 2016

Davi was and is an excellent instructor; I felt like I truly mattered to her, and that my success also mattered. I also felt like I wasn't just another student ID; she treated me like a person, not a check box, and that helped tremendously.

I like how our teacher was in constant communication with our class, I feel this really helps online classes to excel. And I really felt that she did her best to engage us in every aspect to the best of her ability.

Never met her, but based on her online lectures, she is passionate about the class. Always gave great feedback on assignments.

Very accessible and fair.

I found the course matter itself to be interesting, fun, and intriguing.

Comm 479, Fall 2015

I loved the content of this course, I feel it is important to understand more about media and the impacts that it can have on us.

Great subject that kept me interested.

Davi seemed to go above and beyond what is normal for instructors. I feel she is a strong asset to WSU.

She [Kallman] was always available whether it be via cell phone or via e-mail. Her responses were always prompt and efficient. She was always willing to answer questions.

Again, she [Kallman] was by far the most supportive and caring instructor I've had in my time at WSU.

Davi was fantastic. My only bummer about this class was the final presentation and not having the opportunity to work in a group (based on the members of my group who opted out).

Davi has excellent communication skills which is paramount in an online class. If I was unclear on something she always took time to explain and made thing very understandable.

Professor Kallman is by far one of, if not the best instructor that I have had. She was always available whether it be via her personal cell phone or through e-mail. She set up individual "office hours" (in my case, a personal call) to brainstorm ideas for our paper.

[Kallman is] easily the best instructor I've had through an online course.

The course is "easy" because it is organized and assignments are meaningful. It does take work and time to get a good grade. Stay on top of your work, put forth the effort, and you will do great! Professor Kallman cares about your progress and wants you to succeed.

Davi is an awesome teacher. She really cares about her students and that they take away something from course. If you put in some time each week this class and you put in solid effort you can easily excel in the course. Davi is one of those amazing college professors you hear about. She was debatably the best teacher I had at WSU.

Comm 479, Spring 2015

Yes. [The course] Very interesting subject. The information/knowledge gained is useful in many other areas.

Yes, it really [the course] contributed towards my learning.

Comm 479, Fall 2014

I really enjoyed this class. Davi is an amazing teacher. I love her personality, class assignments, and feedback. She is always quick to respond if you need help, she is approachable, her grading scale makes sense and is reasonable, and she handles group projects and concepts very nicely. I loved that we had not only individual assignments, but also group assignments. I liked the fact that group work took up most of the class and that individual assignments consisted of reading and discussion boards. I was not worried at all with group projects like I have been in the past. I usually hate working in groups because I am usually the one that does all of the work. But, in this class it was different. Part of it was because I happened to get a great group. The other part is that Davi is understanding that we can't control what other people do or don't do. She grades us as a group in a way when she comments, but when it is in each of our grade books, the grade is ours based on our time sheets and posts. I really enjoyed this class and will miss it. Hopefully I will get a chance to have Davi again. I know I am going to miss her and my team members.

I did not intend to take this course but the topic was of interest. It far exceeded my expectations and the instructor was the main reason. She was helpful and responsive and a wonderful example of what online classes can be...if only they were all like this!

Yes, they definitely met my expectations! I learned a lot and it was relevant to what I'm learning/experiencing with media today. I really liked the assignments and the freedom we had to choose some of our topics. Some of the assignments were a fun way to learn and apply what we were learning!

Yes, this course was an extremely interesting topic and kept me engaged and interested. I would highly recommend students to take this course.

Comm 321, Summer 2014

Davi is flexible, understanding of students' difficulties. Good teaching!

I really liked the great use of outside resources, like when we skyped people.

Fun and educational learning and teaching style!

This was the best class I have taken at WSU. I really appreciated the time Davi put into the class. She really cared that we got something out of the class.

I loved out interaction with professionals and outdoor activities, Davi is awesome!

I would love to see more of Davi in future class, she is the best professor I have had in the last 4 years at WSU. Stop giving her [Kallman] research, students deserve the pleasure of having her as a professor.

Comm102, Section 6, Summer 2013

The instructor was very friendly and passionate about what she teaches.

Davi is awesome, she made the class interesting and fun!

Davi is one of those teachers that you find once in your lifetime. She is caring, kind, and smart. She will do whatever it takes to help her students and goes above and beyond what is expected for the class. We got to play games in class and she brought us candy. I recommend her as a teacher.

Davi went out of her way to schedule Skype sessions with professionals who had experience in our subject. These were very beneficial because it allowed us the opportunity to ask questions and understand the perception of the professionals. Also, Davi used creative in class activities that exemplified the course material. These were beneficial because they promoted team work as well as individual growth. Personally, I have run in to Davi outside of class and she continues to make sure that I am doing well and she always offers to help with anything academically related. It is wonderful to have a professor that cares about your personal success.

Everyone in the class thought Davi was a great professor because she conveyed the information in a creative and meaningful way. Also, she promoted in class discussions and valued our opinions. My entire class enjoyed the class and Davi's teaching style because she made learning fun, but still challenging. You could tell by the way we spoke to Davi that we respected her and valued her as a professor.

Davi is the best professor that I have had during my 4 years at Washington State University. Initially I was intimidated by the class, but Davi inspired me to learn, and I use what she taught me in class daily. In addition, It is apparent that Davi cares about her students' academic and personal success. She motivates you to do the best you can and to be the best person you can be. Also, Davi put a lot of time and effort into structuring the class in a fun and creative way. She is a great communicator, with an enthusiastic and empathetic tone. Overall, I believe she deserves the excellence award because she exemplifies excellence. Washington State University is world class face to face and Davi exceeds that standard.

Davi was always prepared. For our communications class she prepared lecture slides, open discussion groups, Skype sessions, and in class activities. During the lectures Davi could convey the material in a meaningful way. Her tone was enthusiastic and she inspired students to learn. You could tell that she was prepared because she spoke to us about the lecture material instead of reading it off the slides. She knew the information and she conveyed it in a meaningful way. The Skype sessions and in class activities were designed to support the class material. These were a great addition to the class that Davi made sure we were prepared for. Before each Skype session or in class activity she would make sure that we were aware of what was to be expected, what was to be discussed, and when the sessions and activities were occurring.

Comm102, Section 10, Fall 2012

Davi, she's the bomb.

Davi was the best TA ever. She could clarify everything that we didn't understand.

Comm 1301, Fall 2011- Spring 2012

- Student Comments Regarding a Comfortable Environment

She teaches in a very warm encouraging environment helping us to grow in her class. You are never to feel like if you are in any sense to feel belittled by her. Despite the calm relaxing environment, she provides she has a very good disciplinary plan for her students

I love how she understands the student's life, since she's also a student, and how there is a confident relationship between student and teacher

Very friendly and comfortable, I do not fear coming to class and presenting because I know my classmates and instructor will support me."

- Student Comments Regarding Relevance of Material

We were assigned a total of about six speeches and each speech was unique in the sense that it helped expand our knowledge and made us think outside the box. It not only helped us become better public speakers, but it helped us become aware of certain issues or things we did not know about.

Davi teaches her students to attend and participate in giving lectures on the chapters the students have read. Her method of teaching is to both help the student know and to retain information better on what they have read, in doing so this gives her an opportunity to see where the weakness and the strengthens are. So, she can alter to help out her students to become better public speakers.

Public speaking plays a huge role in everyday lives. Taking this class and learning something new every day helped me not only in the public speaking aspect, but also changed the way I spoke to my peers and co-workers. I have learned to be confident, assertive, and most importantly positive with everything I do because of this class. I am very glad I took it.

The class material is very useful and will help us in the real world. Even when we do not speak we learn from what others say. We are learning how to be poised and correct when we talk to others and this will help us professionally.

- Student Comments Regarding Overall Experience of the Class

My overall experience in the class was a great and educational one thanks to Davi. She is a great teacher and she made learning easy. She was always very involved with the class and because of that we all enjoyed going to her class and we overcame our fears of public speaking. I will never forget this class because it has played a part in shaping me into the person I am today.

I was nervous about being in this class but this class has helped me overcome my fears and helped me gain confidence.

This class is one of the most helpful I've had in my college carrier and will remember this material for many years to come.

My experience so far has been a great one, it's my favorite class despite the fast pace. I feel so connected with everyone, the students and Davi.

- Student Comments Regarding the Overall Effectiveness of the Their Teacher

Davi Kallman, one of the most well rounded Teaching Assistants there is, she has broad knowledge of what she is teaching now. She always relates something that has occurred, whether it be in current events or experiences she has come across.

She is a very good teaching assistant at the university of Texas at El Paso. She will really impact her future students to strive to become better in what they do.

I have had the distinct pleasure of having Davi Kallman as a teacher's assistant/mentor for my communications class at the University of Texas at El Paso. Davi has been more than the ideal mentor. To have us achieve the highest grades and my deepest respect, she has demonstrated outstanding leadership and maintained a clear sense of purpose.

Davi is an outstanding extemporaneous speaker. She has won my peers respect through a variety of ways including the second chance opportunity, and through her participation in other organizations. Success in these interscholastic activities requires extensive research and persuasive skills. Davi fulfills them all.

She [Kallman] is very energetic and always in a good mood, which personally makes me feel good about being in class. She always motivates the class in doing better. She explains the assignments in detail and helps when asked.

She is excellent. Best teacher ever; gives great examples, has patience and is very friendly. She is an amazing role model.

Davi is helpful and is helping me build my confidence and know that by the end of this course I will know more about public speaking. She is an excellent teacher.

She is considerate and willing to work with you, she is very effective because she finds ways to teach in a fun way so that it's easier to retain.

Written Comments from Colleagues and Supervisors

Fall 2012-Fall 2015

Ms. Kallman has demonstrated tremendous skills with mastery of new-prep course content and delivery strategies, applying innovative tools to ensure that students engage with material and with one another whether the course is face-to-face or online. Her expectations for student performance are high while her support for student learning styles is strong. She is unafraid to try something new and to take on a challenging assignment. Some students indicated that they signed up for the new, online class because they wanted to have her as their instructor again. Her Com 321 class earned a cumulative average student evaluation score of 4.99 on a 5-point scale, which is amazing to me. At least two students wrote that it was the best course or she was the best professor they had ever taken at WSU, and most students in the class would have been juniors or seniors.

(Erica Austin, Co-Provost, Director of the Murrow Center for Media and Health Promotion)

Davi has gone above and beyond what is expected as a Graduate Student Instructor. First and foremost, Davi was instrumental in the development of the course. This is a rare opportunity for graduate students. Using this privilege, Davi built in unique course element. Davi coordinates guest speakers from different colleges to teach her class special lectures. She has done this in previous courses and it always listed as a memorable and beneficial part of the class. Davi also created a twitter account for the course. This account serves as another form of communication between her and the students. It also gives the students the ability to communicate with one another, the authors of the articles the class reads, and other academics and professionals in the communication field. This is an exciting and innovative way to work contemporary media into the classroom environment. Davi collaborates with her students with their research. By the end of the semester, each student in the class will have a conference-ready paper. This is not a typical experience for students in an undergraduate course. She is also encouraging her students to submit their papers to the Wiley Research Exposition to give them experience presenting their research.

(Stephanie Ebreo, WSU Murrow College Alumni)

Davi is generally thought to be one of the strongest graduate student teachers in our department. Not only do her class evaluations reflect this, but undergraduates regularly compliment her teaching ability and recommend her classes to other students. She has also received an "exceeds expectations" in the department's annual evaluation of her teaching.

(Whitney Stefani, WSU Murrow College Graduate Student and Colleague)

It is virtually unheard of for a third-year PhD student to develop an upper level course, let alone to successfully implement that course. Davi put so much energy and time into her course, that its success was not surprising to those who saw her working on the section. I believe that she deserves the award because of her dedication to her students, her commitment to providing excellence in teaching a communication course, and her ability to create a one of a kind course that is not found at any other major institutions.

(C. Kit Kaiser, WSU Murrow College Graduate Student and Colleague)

Fall 2011-Spring 2012

Among my duties in the UTEP Department of Communication is the supervision and mentoring of all graduate students who are assigned to work with classroom instruction of the basic public speaking course as part of their duties as Teaching Assistants. I have worked closely with Davi Kallman since Fall 2011 in this capacity, communicating with her on a weekly basis and scrutinizing all elements in her work as a teaching assistant. I have supervised numerous teaching assistants over the years in similar assignments, and I am happy to tell you that Davi Kallman is clearly the most outstanding and gifted young teacher I have worked with in years. She is highly intelligent and well read, and is energized by a creative talent for research and inquiry, all being positive elements in a good teacher and scholar. Her level of preparation for her teaching duties is uniformly excellent. She is, in addition, quite mature and handles task management superbly, showing both a fine work ethic and good common sense in her time management and work completion skills. In the classroom, she is warm, nurturing, and charismatic, all strong positives in good teaching, while at the same time maintaining good discipline and control over her classroom. I have observed her on numerous occasions going quite beyond the normal range of commitment to her teaching duties, spending time beyond what is required to give her students the best chances for good outcomes in their learning. She is a superb role model for our students, and I have observed that students of all skill levels thrive under her guidance. Although she has the intellectual capacity and research skills to make a fine

primary researcher, if she chooses to select teaching as her career goal, I predict that she will become a master teacher and will influence many young lives for the better in her career. I can say without reservation that Davi I. Kallman has not only met all challenges, but has been one of the most hardworking, effective, and outstanding graduate students I have worked with in the last fifteen years. I have determined that she is and will increasingly become a productive and effective teacher/scholar, and that her creativity, her capacity for initiation and application of ideas, and her ability to accomplish her goals serve to reinforce her excellent potential as a teacher as well as a scholar.

(Mary Trejo, Associate Professor of Communication, Director, UTEP Forensics Program)

Sample Syllabi: ComSoc 321: Intercultural Communication



COMSOC 321: Intercultural Communication: Global Health Perspectives

Monday-Friday 10:30-11:45 am

Summer 2014

Instructor: Davi Kallman

Class Room: Todd 311

Office Hours: By appointment

Davi.kallman@email.wsu.edu

Course Objectives:

Intercultural Communication focuses on the importance of culture in our daily lives, and the ways in which culture interconnects with and affects communication processes. We live in an era of rapid globalization in which being able to communicate across cultures is essential to our ability to function in a diverse workplace, city, and world. This course will take us on a journey that extends across cultures examining the unique health perspectives of diverse populations. Using our stories and our class discussions, this course is designed to increase our sensitivity to other cultures. Just as importantly, this journey increases our awareness of our own cultural backgrounds, and the contexts (social, cultural and historical) in which we live and communicate.

The specific course objectives are as follows:

- To explore cultural self-awareness, other culture awareness, and the dynamics that arise in interactions between the two
- To understand how communication processes, differ among cultures

- To understand how health practices, differ from one population to another
- To identify challenges that come from the differences in intercultural interactions and learn ways to creatively address those differences
- To discover the importance of the roles of context and power in studying intercultural communication
- To acquire knowledge, skills and attitudes that increase intercultural competence

Required Materials:

Martin, J. N., & Nakayama, T. K. (2013). *Intercultural Communication in Contexts, 6th edition*. Boston: McGraw Hill.

Kim, D.K., Singhal, A., & Kreps, G.L. (2014). *Health Communication: Strategies for Developing Global Health Programs*. New York: Peter Lang Publishing, Inc.

Additional required readings can be accessed on lms.wsu.edu

Learning assumptions and expectations:

- Respect is one of the foundations of an environment conducive to learning. In this class, I have a commitment to create a positive and respectful learning environment. I expect all of us to contribute to a safe, productive, and fun classroom environment, valuing each of our strengths and differences. In class discussions, everyone should be courteous and respectful of others; no rude, sexist, racist, or other disrespectful comments or behaviors will be acceptable.
- Class discussion will build from the reading so it is necessary that you complete the reading before the assigned date. We will not be able to discuss everything covered in the readings. However, you will be responsible for the content.

Policies:

- **Attendance:** You are expected to know the material covered even if you are absent on the day it was covered. Please ask your classmates to obtain any missed information. **You must attend 75% of the class meetings to get credit for this course, regardless of whether your absences can be considered “excusable” or not. Failure to attend 75 % of the class meetings will result in an “F” for the course unless you withdraw from the course.**
NOTE: If you have University Sanctioned Events this summer session that will require you to be absent, set up a meeting with me during the first week. Bring your calendar.
- **Participation:** Class participation is important for the success of this class. You all have communication experience and sharing that experience with the rest of the class improves the quality of class discussion and student learning.

- You are expected to arrive at class every day, **on time**, and be prepared to discuss the assigned reading. I do not accept tardiness; if you are more than 15 minutes late to class you will be counted as absent unless you notify me beforehand
 - You should remain for the entire class. Arriving late or leaving early will be counted as an absence, unless acceptable prior arrangements have been made with me
 - I recognize that different people contribute in different ways, please notify me if you feel uncomfortable with any class discussions and I will do my best to accommodate you. However, you will lose points for participation if you are absent, choose not to participate, are disruptive or rude, or are not prepared
- **Academic honesty/Plagiarism:** Plagiarism is using other people's work and ideas without giving them credit. This is a violation of both the University rules and regulations and the rules of this class. Cheating or plagiarism of any kind will result in a zero on the assignment and possibly an "F" in the course. Additional University penalties are possible. The purpose of the course is for you to learn – you do not learn by copying someone else's work. I do understand that some might not be familiar with the American Psychological Association (APA) citation format. If you are unfamiliar with this form of citation please go to the following website or check out the WSU undergraduate writing center. In addition to these resources, I will be here to help you every step of the way. If you are not sure how to cite material please see me.
 - Purdue University Writing Lab:
<https://owl.english.purdue.edu/owl/resource/560/01/>
 - Undergraduate Writing Center:
<http://universitycollege.wsu.edu/units/writingprogram/units/writingcenter/undergrad/>
 - **Late work:** Late work will be accepted with a reduction of 10% for the first day late and 5% for every day after. If you are turning in work and cannot give it to me directly, email it to me as an attachment or take it to the CADD office. Be sure to write down the names and phone numbers of two of your classmates in case you want someone to submit your work when you are absent or have a question about class and cannot reach me
 - **Extra credit:** Extra credit opportunities may be available throughout the summer. I will notify you if these opportunities arise. I am also willing to hear suggestions from the class for extra credit opportunities

Personal Technology: Your laptop computer, iPad or similar devices are welcome in class if they are used to enhance your ability to participate in an informed and constructive manner. You should not be using personal technology in the classroom to email, chat, check social media or otherwise distract yourself from the classroom discussion. I *strongly* encourage you to disable wireless connectivity at the beginning of class. I reserve the right to ban the use of technology from the room in general, or for specific individuals if these rules are abused. Cell phones are not allowed in the classroom whatsoever. The moment I see someone with a cellphone they will be asked to leave the classroom and counted as absent that day.

Students with Disabilities: Reasonable accommodations are available for students with a documented disability. If you have a disability and may need accommodations to fully

participate in this class, please visit the Access Center. All accommodations MUST be approved through the Access Center (Washington Building, Room 217). Please stop by or call 509-335-3417 to make an appointment with an Access Advisor. All accommodations MUST be approved through the Access Center. Please visit the Access center within the first week of class so that accommodations can be made in advance. If you have any questions or concerns please come speak with me.

Campus Safety: Please review the Campus Safety Plan (<http://safetyplan.wsu.edu/>) and visit the Office of Emergency Management web site (<http://oem.wsu.edu/>) for a comprehensive listing of university policies, procedures, statistics, and information related to campus safety, emergency management, and the health and welfare of the campus community.

Assignments: 1000 points available

Exam: (200 points total): There is one exam consisting of multiple choice, short answer, and essay questions. This is a comprehensive exam of everything you have learned up to that point in the course. The exam will include questions relating to concepts from your textbooks, guest speaker presentations, and class lectures.

Essay papers: (300 points total): You will write two papers over the summer session. First paper will focus on "cultural identity," (150 points, length 1000/1200 words) a final paper on "an intercultural other" (150 points, length 1000/1200 words). You will be given prompts for these assignments and we will discuss them as thoroughly as you need in class.

Global Communication Health Campaign: (300 points): You will be creating a global health campaign that addresses a health problem in a unique community. You will be working in groups for this presentation and each group will be given a unique community that they gear their campaign towards. You will be responsible for addressing the cultural issues and norms in that community and develop a health communication campaign that addresses the community's health problem while being sensitive to the community's cultural identity. You will be working on this campaign throughout the entire summer and will be required to present it at the end of our class. Since you are working in groups you will be required to turn in a peer evaluation form (form included on page 12 of the syllabus) by the end of the course. Your group will have 20-30 minutes to present your presentation to the class the last day of class. Your presentation can be in any form (PowerPoint, video, role playing, theatre, etc.) and in the form of a 2-page written report. It should include the following:

- Planning:
 - o The health issue you are addressing (how many people it impacts, the problem, etc.)
 - o Identify the audience for the communication program and determine the best ways to reach them
 - o Develop communication concepts, messages, and materials
 - o Logistics and Budget
- The community (culture, population, people, etc.)

- The type of health communication campaign you will be using (entertainment education, positive deviance, media literacy, media advocacy, etc.)
- The solution (how will you fix the problem)
- Addressing the community (how will your outreach method meet your intended population; how will you adapt to the community culture?)
- Next Steps: Recommendations and Suggestions

Participation: (100 points and additional points for extra credit): You will earn points this semester through participation in class-discussion, pop quiz, in-class writing activity and extracurricular activities (including the Campus Friends Project with the WSU Center for Civic Engagement (CCE) to be discussed). Please note the CCE project will involve several hours of contact with an individual/s from another culture that will have to take place outside of regularly scheduled class time. As a graded class project, you do need to maintain a ***minimum 6 hours the whole summer*** to receive the points. Finally, your group presentation grade will be calculated here as well.

Short Learner Reports: Campus Friends Program Report (100 points total, 25 each)

At the beginning of each week (Every Monday), you **MUST** turn in a ***250-300-word report*** explaining one specific activity or interaction, and emphasizing what you learned from that week's interactions with your partner(s) and your participation in an event together with your partner(s). Note that applying class concept(s) to explain your interaction would enhance the quality of your report and thereby guarantee better score. The due date for turning in the report is indicated in the class schedule.

International Friends Program

This year we are partnering up with the Office of International Program's International Center. At the beginning part of this summer, you will be paired with an international student. Your interaction with the assigned partner must be strictly based on the class concepts that were either explained in the book or given by me. The purpose of integrating International Friends throughout our class is to reinforce your understanding of the important ideas covered in the class materials. Therefore, we will work together as a class to develop an interview/discussion protocol that clearly identifies a series of feasible and informative questions you would want to ask your new international friends. The questions would be highly based on the theoretical concepts and models highlighted by the weekly lectures and our in-class discussions. With that in mind, you are encouraged to develop other informal, yet respectful and appropriate questions or even activities with your partners after the formal questions were discussed. For example, you can invite your international friends for a sporting event, a concert, or show offered by community theatre. You can also attend programs organized by the International House with your partner. The specific information regarding upcoming events organized by the International programs can be accessed via CougSync. For these unstructured activities, you need to be well prepared about the time, location, and transportation for the meeting. Please keep in mind that these cross-cultural activities are meant for gaining valuable knowledge and experiences central

to our class concepts, so try to avoid activities that are irrelevant to our course content, such as wild parties, drinking games etc.

The interactions between you and your international partners are going to be a summer-long commitment. After the first meeting, you two are welcome to meet as many times as you feel necessary. However, as a graded class project, you do need to maintain a ***minimum of 6 hours the whole summer*** to receive the points. I would highly encourage you all have the meetings and interactions at a specific event authorized by the international center, such as weekly English conversation hours/table, Latino Night, Brazilian dancing festivals, etc. However, considering yours and your partner's busy schedule, I am flexible with the activities you do together with your partner. **Note: In addition to the required 6 hours you can complete up 5 additional hours to get extra credits, the maximum extra credit you can get on this is 30 points.**

Essay Paper 1: My cultural identity paper

The purpose of this assignment is for you to examine your social identity in the larger social context and in relationship to others. Your analysis should be based on discuss at least three of the following eight concepts: ascribed/avowed identity, imperatives, the relationship between communication and identity, dialectic perspective, race, privilege, passing, and the fluidity of your identity. Use chapter 5 and the following questions as a guide:

- What cultural patterns and values contribute to your identity(ies)? How do these patterns and values connect you to some people and separate you from others?
- Which identities are you most aware of on a day-to-day basis? Are there any that others misattribute to you? Which ones give you a strong sense of self, pride, or community? Are there any that make you ashamed? Any that make you angry about the way members of your group are treated by others? Any that give you power in society?
- What “other” people live in your community and how do you and/or “your” group relate to “them”? What lasting impressions have these experiences left on you? How might they influence future interactions?
- How is your ethnicity defined? Is it an important identity to you? In what way? Do you think that various others see you as having an ethnicity? How has this shaped your identity?
- Do you ever think of your racial identity? What, when, and why? Or why not? What comes to your mind when you think about “race”? How has this awareness or lack of it shaped your identity? How does it influence your relationships with others?
- What are the labels you chose to designate your identity and what do they mean to you (e.g., “white,” “person of color,” “American,” “Southerner,” etc)? How do you identify with groups designated by this label? How do you communicate this identity to others?
- How frequently do you communicate with people who are ethnically, racially, socioeconomically different from you? How do you feel about communication w/ Others? Any concerns or worries?

Write your essay as a coherent piece (i.e., do not simply answer the questions). Be very concrete and provide specific examples to support your claims. BE COMPLEX. Your analysis should

provide insight about issues you discuss as well as about the concepts you learned in class (e.g., you can challenge a concept or expand its meaning). As this is an intercultural communication class, in your conclusion you should spend significant time discussing what implications, obstacles, opportunities, and challenges does your social identity present to communication with people from different cultures, in and outside the U.S. Your paper should be 1000/1200 words long, double-spaced, and typed with 1-inch margins. Write clearly and succinctly.

Essay Paper 2: Cultural Other Paper (International Friends Program)

Based on the summer long interactions between you and your international partner your final paper for the class, will be a detailed and in-depth reflection and analysis of your intercultural experiences with your partner. The paper should include a discussion of the history of the other cultural group, how the other culture differs from/is like your own, applications, skills and attitudes learned thus far from your partner and the implications of how this will affect future interactions with people from this culture. Your paper should be 1000/1200 words long, have 1-inch margins, use 12 Times New Roman fonts, be double-spaced. Make sure to use APA citations.

CLASS SCHEDULE¹

* Look at this website the first week of class:

<http://www.cdcnpin.org/scripts/campaign/strategy.asp>

Date	Days	Read	General Topic	Notes for Class
Week of May 12	<p>-5/12: Introductions</p> <p>-5/13: International Office Presentation</p> <p>-5/14: Discuss an interview protocol</p> <p>-5/15: Guest Speaker: Stacey Sowards/ Assign Campaign Groups</p> <p>-5/16: Work on Health Campaigns in groups</p>	<p>-M & N Chapter 1-4 (on your own time)</p> <p>-K, S, & K Chapter 5</p> <p>- Sowards & Pineda (2011) – Must read before Wednesday!</p> <p>-Singhal, Sternin, & Dura, 2009</p>	<p>Introduction, Discuss Syllabus, Foundations of IC, Introduction to Global Health Communication</p>	<p>-International Office presentation on Campus Friends program</p> <p>- First meeting with campaign group</p> <p>- 1st Guest Speaker presentation: Environmental/ Intercultural Communication and advocacy.</p>

¹ Schedule will change as and if necessary

<p>Week of May 19</p>	<p>5/19: 5/20: Guest Speaker Lucia Dura 5/21: Meet with campaign groups 5/22: Film: Ramen Girl 5/23: Film: Bend it Like Beckham</p>	<p>-M & N Chapter 5 -K, S, & K Chapter 6 and Chapter 10, and Chapter 12</p>	<p>Identity: Understanding Cultural Implications in hard to reach places</p>	<p>Show Film: Ramen Girl and Bend it Like Beckham - Positive Deviance Activity - Guest Speaker Lucia Dura</p>
<p>Week of May 26</p>	<p>5/26: First Learner Report Due 5/27: Alex Chacon 12:30 his time 5/28: Guest Speaker: Frank Perez 5/29: Meet with campaign groups 5/30: Essay Paper 1 due</p>	<p>-M & N Chapter 6-7 -Ng (2007) -Weisbuch et al. (2009) -Flores (1996) -Perez & Ortega (2008)- Must read before Wednesday!</p>	<p>Language and Power and Spaces, Places, and Nonverbal IC</p>	<ul style="list-style-type: none"> - Rap, Race, and Culture In-Class Activity - Guest speaker Frank Perez: Intercultural communication and Art
<p>Week of June 2</p>	<p>6/2- Second Learner Report Due, Watch Entertainment Education 6/3: Guest Speaker Arvind Singhal 6/4: Watch Everything is Illuminated 6/5: Class activity 6/6: Meet with campaign groups</p>	<p>K, S, & K Chapter 17 K, S, & K Chapter 19 M & N Chapter 11</p>	<p>Health and Environmental Advocacy and Activism: Valuing Data/ Conflict</p>	<p>-Guest Speaker: Arvind Singhal - Watch: -Entertainment Education - Everything is Illuminated</p>

Week of June 9	<p>6/9: Third Learner Report Due</p> <p>6/10: Entertainment Education</p> <p>6/11: Popular Culture</p> <p>6/12:</p> <p>6/13: No Class, meet with campaign groups outside of class/ take minutes</p> <p>-Email me your Peer Evaluation forms by</p> <p>-Essay paper 2 due today!</p>	<p>M & N Chapter 8</p> <p>M & N Chapter 9</p>	<p>Transitions and Pop Culture: Entertainment Education</p>	<p>Watch:</p> <ul style="list-style-type: none"> - Taru - Poor Consuelo Conquers the World
Week of June 16	<p>6/16: Fourth Learner Report Due</p> <p>6/17: Final Exam due</p> <p>6/18: Class Presentations</p> <p>6/19: Class Presentations</p> <p>6/20: Class Debrief: International Buddy/ Class Party</p>	<p>-M & N Chapter 10</p> <p>-M & N Chapter 12</p>	<p>Relationships and Effective IC Competence</p>	<ul style="list-style-type: none"> - Final Presentations - Relationships and IC competence - Final Exam - Class Party - Course wrap up: Next steps

Methods of Evaluation

Assignment	# of points possible
Exam #1	200
Class Participation	100
Essay Paper 1	150
Essay Paper 2	150

Global Health Campaign	300
Learner Reports	25X4= 100

Grade Formula: Your grade percentage = $\frac{\text{(All the points you have earned)}}{\text{(Maximum points possible)}} \times 100$

Grading Scale

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

Recommended Readings and Videos:

- **Videos**

- **Positive Deviance:** <https://www.youtube.com/watch?v=nqVrjym1z0g>
- **Positive Deviance:** <http://vimeo.com/47255167>

- **Books and Articles**

- Lowry, L. (1993). *The giver*. New York: Random House
- Bennett, M. J. (1997). How not to be a fluent fool: Understanding the cultural dimension of language. In A. E. Fantini (Ed.), *New ways in teaching culture* (pp. 16-21). Alexandria, VA: TESOL.
- Dooley, K. (2009). Intercultural conversation: Building understanding together. *Journal of Adolescent and Adult Literacy*, 52, 497-506. doi:10.1598/JAAL.52.6.4
- Duff, P. A. (2002). Pop culture and ESL students: Intertextuality, identity, and participation in classroom discussions. *Journal of Adolescent and Adult Literacy*, 45, 482-487.
- Fantini, A. (2008). Developing intercultural competence: Reexamining the goal and role of language education. *The Language Teacher*, 32(7), 21.
- Holliday, A. (2009). The role of culture in English language education: Key challenges. *Language and Intercultural Communication*, 9, 144-155.
- Kharrat, M. Y. (2002). Learning the culture as well as the words. *Humanising Language Teaching*, 4(2). Retrieved from: <http://www.hltmag.co.uk/jan02/sart2.htm>.
- Kraft, C. H. (1998). Culture, worldview and contextualization. In R. D. Winter & S. C. Hawthorne (Eds.), *Perspectives on the world Christian movement* (pp. 400-406). Pasadena, CA: William Carey Library.
- Ogbu, J. U. (1992). Understanding cultural diversity and learning. *Educational Researcher*, 21(8), 5-13.
- Olk, H. (2003). Cultural knowledge in translation. *ELT Journal*, 57, 167-174.
- Pennycook, A. (1985). Actions speak louder than words: Paralanguage, communication, and education. *TESOL Quarterly*, 19, 259-282.

PEER EVALUATION FORM

A portion of your project grade this semester is based on a peer evaluation conducted by your teammates. This provides an overall look at each individual's skills, areas that need work, and their contributions to the projects of which they are a part. You need to make every attempt to be honest and fair in your assessments. You are doing yourself and your teammates no favors by letting individuals capitalize on the work of others. Do NOT include yourself in this evaluation. Please complete this evaluation without consulting other members of your group.

There are SIX criteria used in the evaluation; they are shown below:

- Contribution of time and energy
- Contribution of ideas
- Technical and/or creative quality of work
- Timely and thorough contributions
- Initiative and willingness to volunteer for tasks vs. simply being told (may often include taking on work outside their specified area)
- Ability to cooperate in the group and enthusiasm for the project

Please consider all of these criteria when evaluating each group member. Each of your teammates may be given a maximum of 100 points. DO NOT SIMPLY ASSIGN EVERYONE IN YOUR GROUP 100. Such assessments will not be taken seriously and will be returned to you. Be sure to fill in all sections, including commentary that explains your numeric assessment. All students MUST fill out a peer evaluation as part of the grading process. Without this, you will not be assigned a grade in the course. The following reflects how the range of scores relates to the grading scale.

95-100 A 90-94 A- 87-89 B+ 84-86 B 80-83 B- 77-79 C+

If you have any questions about how to do this, please ask the instructor.

Person Evaluation Performance Comments

Your signature:

Your name (printed): Additional Comments:

About your Instructor: Davi Kallman



TA or RA: TA and RA (Center for Media and Health Promotion and School of Environmental Sciences)

Classes Taught: Comm 102, Comm 105

Research Interests: Public service, Media literacy, children and the media, media portrayal of disabilities, disability acceptance and resiliency in individuals with learning disabilities, and disability stereotyping

a. List of Guest Speakers

5/15: Guest Speaker Stacey Sowards (UTEP Communication Chair) on Environmental/ Intercultural Communication and advocacy

<http://academics.utep.edu/default.aspx?tabid=67102>

5/20: Guest Speaker Lucia Dura (UTEP English and Rhetoric Assistant Professor) on Positive Deviance and Entertainment Education. Identity: Understanding Cultural Implications in hard to reach places

<http://academics.utep.edu/default.aspx?tabid=61464>

5/27: Guest Speaker Alex Chacon (Internet Sensation and Intercultural Communication Expert). Language and Power and Spaces, Places, and Nonverbal IC.

<http://www.modernmotodiaries.com>



5/28: Guest Speaker Frank Perez (UTEP Communication Professor) on Intercultural Communication and Art

<http://academics.utep.edu/Default.aspx?tabid=67003>

6/3: Guest Speaker Arvind Singhal (UTEP Communication Professor) on Advocacy and Activism: Valuing Data/ Conflict

<http://academics.utep.edu/default.aspx?tabid=67042>