SPC 2730 Global Perspectives: Communication
Florida State University – Summer 2026
July 13th – July 19th; 8:30am – 11:30am and 1:00pm – 3:30pm
The Globe, Room 2400

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Office Hours: By Appointment (Virtual)
Office Hours Signup: E-mail

Course Description

This course gives students an introduction to the basic processes of intercultural communication from a global perspective with a goal of increasing their curiosity and ability to communicate throughout the world. Through completion of assigned readings, participation in small-group and class discussions, and various homework exercises, students will learn to apply basic concepts of intercultural communication and sociocultural theories of communication to their interactions with diverse populations in the United States and beyond. They will practice these interactions at Florida State University so that they are prepared to continue their engagement in the interculturally rich environment provided by the Disney International College Program. This will be an intensive course taken while at Florida State University and will include at least one course-related field trip. Credit Hours: 3

Course Objectives

At the end of the course, students will be able to:

- describe major concepts related to culture and communication.
- identify obstacles to effective intercultural communication and methods for overcoming them.
- practice applied intercultural communication in order to achieve more effective intercultural interactions.
- discuss how communication processes differ among cultures.
- demonstrate increased intercultural communication skills.

Required Course Readings

The required readings for this course will be available to students on Canvas and FSU Library's e-Reserves.

Course Requirements and Evaluation

Class Participation (15%)

Attendance and participation are a necessary condition for satisfactory achievement in this class. The best way for you to learn is to engage with the material and to debate and discuss it at length with your peers. Thus, excellence in participation means more than just talking a lot in class; rather, it requires that your participation be high in both quality and quantity. You are expected to read ahead in order to be prepared to contribute to class discussions. You should be aware that mere attendance or the utterance of words does not constitute participation. Your remarks in class should be based on ideas presented in the readings, proving or demonstrating your understanding of the issues being discussed. I prefer that you volunteer to participate, but I may call on you to enter the conversation. It is practically impossible to get an A in this class if you do not score well on participation.

Your participation grade will be assessed as follows:

- F: no participation at all
- D: a few scattered comments, with little relevance to the readings
- C: occasional remarks about the readings
- B: frequent contributions that demonstrate knowledge and comprehension of course materials
- A: means regular and substantive remarks that not only show comprehension but use factual evidence in the arguments made drawn from the readings or information presented in class.

Self-Reflections (45% total, 15% per assignment)
Each student will work on three (3) self-reflection assignments during the class. These assignments will include both a written element (appx 1 full page) and a creative element based on the prompts provided below. Submissions will be evaluated according to the depth and fullness of the response. Students will handwrite these reflections in class and submit the creative elements according to the instructions provided in class. More information – including the specifics for each assignment – will be provided in class/on Canvas.

- Self-Reflection #1 – US Culture Topic of Interest
  - Due Monday – In-Class Assignment
  - Prompt: What is something about the United States and/or Americans that you would like to know more about or understand better – maybe because you are uncertain or just curious about it?
  - Creative Element: Include a picture that represents this topic of interest for you.
- Self-Reflection #2 – Similarities/Differences between your Culture and American Culture
  - Due Wednesday – In-Class Assignment
  - Prompt: Describe a similarity and difference that you have noticed between your own culture and American culture. Consider the thoughts, feelings, and questions that you had *in the moment* when you noticed the similarity/difference.
  - Creative Element: Provide a link to a song or video (YouTube, for example) that you think 'captures' your thoughts and feelings in the moment of similarity/difference.
- Self-Reflection #3 – Customer Service Experience
  - Due Friday – In-Class Assignment
  - Prompt: Think of the most memorable customer service experience that you have had since you arrived in the United States. Consider your impressions of the store atmosphere (casual/formal; loud/quiet; bright/dim; colorful/plain; organized/disorganized). Describe the experience that you had with the employee and consider how this compares with experience in your home country.
  - Creative Element: Create a comic strip that illustrates this experience (minimum of 5 panels).

Intercultural Communication in the News (15% total)
Students will prepare a 1-2-page brief in which they reflect on where they 'see' intercultural communication in the news or in pop culture. Students are asked to think about the ideas and concepts that were discussed in class: intercultural communication, self-reflexivity, value frameworks, the building blocks (culture, communication, context, power), barriers to communication, the importance of history, the politics of memory, the influence of narrative, verbal and nonverbal communication, high/low context communication and code-switching. Students are asked to 'look for' these ideas and concepts in the news (local, regional, national, and international news) or pop cultures (books, television series, movies, etc) that they have been exposed to while in the United States. Students will identify a news story/pop culture reference (and its source) in which they 'see' intercultural communication and provide an analysis of what concepts that they 'see' in practice. This 1-2-page brief will be an analysis of the news article/pop culture reference using concepts identified. Students will have an opportunity during class (afternoons) to work on this assignment. Due Friday, July 17 by 11:59pm.

Each submission must include the following elements: (1) an introductory paragraph that provides a summary of the article and sets up the remaining paragraphs with a thesis statement, (2) a section in which the concepts mentioned in the introductory paragraph are defined with a citation any assigned readings, and (3) a direct quotation from your news article/pop culture reference in the analysis section(s).

Example: In preparation for this assignment, a student takes a few minutes each evening to review news sources in the United States. While reading the news, the student tried to analyze the topics, the words, and the information using concepts discussed in class. One particular article caught this student's attention – it was a news article from The New York Times that discussed the joint promotion of Barbie and Oppenheimer in Japan. Based on that news article, the student prepared a 2-page brief that (1) explained the article and (2) explained how the politics of memory (or lack thereof) is important when communicating internationally and interculturally.

Intercultural Communication in Practice – Group Skit Project (20%)
For this assignment, students will be divided into groups of approximately four students. Each group will create a skit about intercultural communication – broadly defined – that will be performed for classmates on the final day of class. Using topics learned during the class sessions, groups will 'act out' how intercultural communication is 'practiced'. Each member of the group must play an active role 'on the stage'. The skits should be approximately 5 minutes in length. At the conclusion of the skit, groups will lead class discussion by (1) explaining the topics from class covered and (2) discussing the takeaways of the skit for peers. The presentations will take place on Saturday, July 18 from 8:30am to 11:30am.

"A skit is a very short play or performance. Plays can be anything from serious to playful, however, skits are usually meant for comedic purposes. Keep in mind that anyone can make a play or skit, and what it is about is completely up to you. Skits and plays are performed live…" (excerpt from ArtSphere.org)

In-Class Reflection (5%)
At the conclusion of class on Saturday, July 18, students will write a short reflection paper about their experiences in class during the first week of the program. In particular, students will examine the ways in which they have improved as intercultural communicators, what brought about those improvements, and what specific experiences, readings, assignments, and/or discussions were helpful in the process. You will write the paper in class and no preparation will be needed.

Grading Scale
Grades are constructed to reflect university standards and are summarized below. Grades will be based on how many points you earn according to the following distribution. Any student who receives a failing grade during the course is urged to arrange to meet with the instructor and discuss the work/assignment(s) in question.

A = 93 to 100	B = 83 to <87	C = 73 to <77	D = 63 to <67
A- = 90 to <93	B- = 80 to <83	C- = 70 to <73	D- = 60 to <63
B+ = 87 to <90	C+ = 77 to <80	D+ = 67 to <70	F = 0 to <60

Preliminary Course Schedule

This Syllabus is subject to amendment during the semester.
If any changes are made, the syllabus will be updated and shared with students via e-mail and/or Canvas.

DATE	TOPIC	DISCUSSION/ACTIVITIES	READINGS	HOMEWORK
INTRODUCING INTERCULTURAL COMMUNICATION				
Monday, July 13	**Morning** Introductions What is Intercultural Communication? Syllabus Review ICC Competence Self-Quiz Self-Reflexivity	 - Why should we develop ICC knowledge and skills? - Self-Quiz Why are self-reflexivity and self-reflection important in ICC?		
	Afternoon Preparing for the Skit "Reading" The News Self-Reflection #1	 What is a skit? Set groups. How can you "see" ICC concepts in the news? Explain assignment. In-Class Writing Assignment		
CULTURE AND PEOPLE				
Tuesday, July 14	**Morning** The Building Blocks Culture Shock and Acculturation	 What are the basic concepts and characteristics of culture / communication? What are the barriers to intercultural communication? What is the role of culture shock in a tourist's experience? What is culture shock and reverse culture shock? What strategies help with acculturation?	Liu et al, Chapter 2: "Culture and People" Selected reading provided on Canvas.	
	Afternoon Navigating Culture Shock Group Work: Skit	 Activity: BaFa' BaFa' Group Work: Skit		

PERCEPTION AND CATEGORIZATION				
Wednesday, July 15	**Morning** Culture Shock, Contd The Importance of History The Politics of Memory The Influence of Narrative	 How should we understand the role of history in intercultural communication interactions? What is the role of narrative in understanding various histories?	Sorrells, Chapter 4: "(Dis)Placing Culture and Cultural Space" Selected reading provided on Canvas.	
	Afternoon Popular Culture and ICC Culture In The News Self-Reflection #2	 What is popular culture and what are some of its characteristics? Critically Analyzing the News In-Class Writing Assignment		
VERBAL AND NONVERBAL COMMUNICATION AND CULTURE				
Thursday, July 16	**Morning** Verbal Issues in Intercultural Communication Nonverbal Issues in Intercultural Communication Intercultural Conflict	 What is the role of language in different cultures? In what ways do people deal with differences in language and communication styles? What are the characteristics of intercultural conflict? How can we understand different styles for dealing with intercultural conflict?	Martin and Nakayama, Chapter 9: "Popular Culture and Intercu…" Selected reading provided on Canvas.	
	Afternoon Small Talk ICC In The News	 Joint Activity: "Doing" Small Talk In The Wild Class Time		
INTERCULTURAL COMMUNICATION IN BUSINESS/TOURISM CONTEXTS				
Friday, July 17	**Morning** Tourism Contexts Business Contexts Self-Reflection #3	 How can we understand different styles for dealing with intercultural conflict? What are some of the cross-cultural differences in social norms and expectations that are encountered by tourists and business professionals? In-Class Writing Assignment	Jandt, Chaper 6: "Dimensions of Nation-State Cultures" Selected reading provided on Canvas.	ICC In The News Due by 11:59pm

	Afternoon Role-Play Activity Group Work: Skit	 Activity: Acting Out Contexts Group Work: Skit		
INTERCULTURAL AND INTERGROUP RELATIONS				
Saturday, July 18	**Morning** Intercultural Communication in Practice – Skits	 Skit Performances	Selected reading provided on Canvas.	ICC In Practice Skit Performance
	Afternoon Class Reflection Developing Intercultural Communication Competence	 In-Class Writing Assignment		
TRIP TO WAKULLA SPRINGS				
Sunday, July 19	**All Day** Cultural Trip to Wakulla Springs	 Consider the ways in which you 'see' culture during this cultural trip to Wakulla Springs. Did you see other people – families, individuals? Where were people from? What is a State Park and what does it suggest about American history/culture?		

Course Policies

Academic Honor Policy

The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge: "I affirm my commitment to the concept of responsible freedom. I will be honest and truthful and will strive for personal and institutional integrity at the Florida State University. I will abide by the Academic Honor Policy at all times." The Florida State University Academic Honor Policy can be found at http://fda.fsu.edu/Academics/Academic-Honor-Policy.

Please note that the following are Academic Honor Violations:

- Plagiarism – presenting the work of another as one's own.
- Cheating – improper access to or use of any information or material that is not specifically condoned by the instructor for use in the academic exercise.
- Unauthorized Group Work – unauthorized collaborating.
- Fabrication, Falsification, and Misrepresentation – unauthorized altering or inventing of any information or citation that affects grades given for academic work or attendance.
- Multiple Submission – submitting the same academic work for credit more than once without instructor permission.
- Abuse of Academic Materials – intentionally damaging, destroying, stealing, or making inaccessible library or other academic resource material.
- Complicity in Academic Dishonesty – intentionally helping another commit an act of academic dishonesty.

Please note that the use of AI (artificial intelligence) to assist in writing any part of assignment for this class will be considered a *violation* of the Academic Honor Policy. Submissions will be checked using a minimum of two (2) AI-detection websites. If the instructor believes that AI was used in the production of an assignment, then the allegation will be communicated to the student and the process described by the Academic Honor Policy will be followed.

Academic Success

Your academic success is a top priority for Florida State University. University resources to help you succeed include tutoring centers, computer labs, counseling and health services, and services for designated groups, such as veterans and students with disabilities. The following information is not exhaustive, so please check with your advisor or the Department of Student Support and Transitions to learn more.

Americans With Disabilities Act Statement

Florida State University (FSU) values diversity and inclusion; we are committed to a climate of mutual respect and full participation. Our goal is to create learning environments that are usable, equitable, inclusive, and welcoming. FSU is committed to providing reasonable accommodations for all persons with disabilities in a manner that is consistent with academic standards of the course while empowering the student to meet integral requirements of the course.

To receive academic accommodations, a student:

1. must register with and provide documentation to the Office of Accessibility Services (OAS);
2. must provide a letter from OAS to the instructor indicating the need for accommodation and what type; and,
3. should communicate with the instructor, as needed, to discuss recommended accommodations. A request for a meeting may be initiated by the student or the instructor.

Please note that instructors are not allowed to provide classroom accommodations to a student until appropriate verification from the Office of Accessibility Services has been provided. This syllabus and other class materials are available in alternative format upon request. For more information about services available to FSU students with disabilities, contact the

Office of Accessibility Services
874 Traditions Way
108 Student Services Building
Florida State University Tallahassee, FL 32306-4167
(850) 644-9566 (voice)
(850) 644-8504 (TDD)
oas@fsu.edu
https://dsst.fsu.edu/oas

Attendance Policy
At the discretion of the instructor, absences for documented illness, deaths in the family, and other documented crises may be excused. Absences for a documented call to active military duty or jury duty, religious holy days, and official University activities will be excused. Please note that you are expected to attend *every* class session. Each unexcused absence will result in a 10-point deduction from the final score.

Canvas
Students bear sole responsibility for ensuring that papers or assignments submitted electronically to a professor are received in a timely manner and in the electronic format(s) specified by the professor. Students are therefore obliged to have their e-mail client issue a receipt verifying that the document has been received. Students are also strongly advised to retain a copy of the dated submission on a separate disk. Faculty members are encouraged, but not required, to acknowledge receipt of the assignment.

Unless otherwise noted, all submissions to Canvas must be either .doc or .docx. It is your responsibility to make sure that the formatting of your submissions is correct. If you use Google Docs or some other platform, you should visit the library, open the document, edit the formatting, save, and then submit to Canvas. After you submit an assignment, it is advisable to download the Canvas submission in order to confirm that all formatting is correct and that the assignment is readable.

Cell Phone Usage
Out of courtesy for all those participating in the learning experience, all cell phones must be muted before entering any classroom, lab, or formal academic or performance event.

Communicating with the Instructor
My primary method of communicating with you outside of class time will be through Canvas (Messages/Announcements) and e-mail. You will be held responsible for regularly checking both Canvas and your e-mail. Assignment changes, important dates, and other valuable information will be sent out over the course of the term. Please check daily. I have several hours available each week for office hours. Please send an e-mail to schedule a meeting. During a scheduled meeting, you should feel free to discuss any questions you may have about the class.

Confidential Campus Resources
Various centers and programs are available to assist students with navigating stressors that might impact academic success. These include the following:

Victim Advocate Program University Center A, Room 4100 (850) 644-7161 https://dsst.fsu.edu/vap	Counseling & Psychological Services Askew Student Life Center, 2nd Floor, 942 Learning Way (850) 644-8255 https://counseling.fsu.edu/	University Health Services Health and Wellness Center (850) 644-6230 https://uhs.fsu.edu/

Course Recording
In this class, consistent with state law and university policy, students are permitted to make recordings of class lectures for personal use only. As noted, sharing, posting, or publishing classroom recordings may subject you to honor code violations and legal penalties associated with theft of intellectual property and violations of other state law. Moreover, students and educators have expressed concern that recording classroom activities may negatively impact the learning experience for others, especially in classes that involve questions, discussion, or participation. To protect a learning environment in which everyone feels free to experiment with ideas, we ask you refrain from recording in ways that could make others feel reluctant to ask questions, explore new ideas, or otherwise participate in class. Students must monitor their recording so that they do not include participation by other students without permission. Students with disabilities will continue to have appropriate accommodations for recordings as established by the Office of Accessibility Services.

Free Tutoring from FSU
On-campus tutoring and writing assistance is available for many courses at Florida State University. For more information, visit the Academic Center for Excellence (ACE) Tutoring Services' comprehensive list of on-campus tutoring options –see http://ace.fsu.edu/tutoringor contacttutor@fsu.edu. High-quality tutoring is available by appointment and on a walk-in basis. These services are offered by tutors trained to encourage the highest level of individual academic success while upholding personal academic integrity.

Late Work
Unless otherwise noted, the late submission of assignments will result in a 15-point reduction per day that it is late, including a 15-point deduction for turning it in after the due date/deadline. Even if you are absent from class, you must submit your assignments by the deadline to avoid a late penalty. Please contact the FSU's IT Help Desk if you experience a technical issue.

School of Communication Grade Inflation Policy
The School of Communication is committed to reducing grade inflation in its courses. To that end, a school-wide grade standard has been adopted to ensure that an "A" is reserved for outstanding performance. The following letter grades are assigned both to undergraduate and graduate credit students. These grades reflect the quality and quantity of work submitted throughout the term according to the instructor's grading standards.

- A and A- grades represent work of superior quality and indicates a full mastery of the subject. An A represents work of extraordinary distinction.
- B+, B, and B- grades represent work of good to very good quality but that does not merit special distinction.
- C+, C, and C- grades designate an adequate command of the course material. These grades are satisfactory for undergraduate students, but unsatisfactory for graduate students.
- D+, D, and D- grades indicate work that shows a deficiency in knowledge of the material. They are unsatisfactory for undergraduate and graduate students.
- F is a failing grade representing work that deserves no credit.

Syllabus Change Policy
Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.

Statement on Public Health Protocols
There are currently no mask mandates in place at FSU, but it is likely that not everyone in class will feel the same way about public health protocols. Some members of our community remain more at risk than others. We encourage everyone to be patient with one another while we navigate these ongoing challenges. While the Covid and M-pox pandemics are receding, we must all work together as a community to protect one another and to promote our shared health and safety in indoor spaces. FSU will continue to monitor all public health issues. Whatever happens, we are committed to helping you learn the material thoroughly and stay on schedule with your degree program. You can find up-to-date guidance at: https://stayhealthy.fsu.edu

Campus Resources

Academic Resources

There are many academic resources available to you on campus throughout the semester. These include:

- FSU Canvas Support Center—The Office of Distance Learning's Technical Support group is dedicated to helping FSU faculty, staff, and students with their online teaching and learning needs. Learn more: https://support.canvas.fsu.edu/home/.

- Library Support—Various ways to receive assistance with respect to using the libraries or finding resources. Learn more: https://www.lib.fsu.edu/help/ask.

- Academic Center for Excellence—ACE is a university learning center, focused on helping students develop the study skill and success habits that are necessary in a large research university. They are there to teach, advise, turor, and provide an academic environment that inspires students to excel and to use all the resources available to them. Learn more: https://ace.fsu.edu.

Technology Resources

FSU's Information Technology Sources (ITS) can assist you with many of your technical issues. ITS provides a single point of contact for the technology needs of FSU students. They provide phone and chat support for a variety of technology services such as:

- Wired/Wireless Network Access
- Access to FSU websites (my.FSU, FSU email, Canvas...)
- Computer Recommendations
- Problem Evaluation

You can access the Help Desk at https://its.fsu.edu/help, 850-644-4357 (normal business hours), or https://servicecenter.fsu.edu. Provide complete information regarding the course and content to which you are referring.

Applied Intercultural Communication—COM3933
Fall 2026

Instructor of Record:	Robert Hughes, Ph.D.
Office:	GME 3304
E-mail:	rshughes@fsu.edu
Phone:	(850) 645-9226

Availability

If you have questions or concerns about the course, please feel free to contact me. I can be reached by e-mail or telephone using the contact information above. I check e-mail daily between the hours of 8 am and 5 pm and can normally be reached during the same hours by telephone or Microsoft Teams. For specific questions about assignments or grades, please use the Canvas inbox. Virtual office hours can be arranged by appointment upon request.

Course Description

This course combines some classroom lecture with other types of instruction that allows students to apply a variety of communication skills in diverse settings. The course is meant for groups of students rather than individuals. The other types of instruction can be a combination of any or all of the following: internship, directed individual study, project implementation, laboratory, and other instructional modes tailored to the specific topic of the course and the educational goal of the students. May be repeated to a maximum of six (6) credit hours; repeatable within the same term.

Nature of Course/Objectives

This 6-credit course is designed to challenge you to apply Intercultural Communication Theory to your 30-37.5 hours per week academic training experience at the *Walt Disney World*® Resort. You will explore the cross-cultural implications of working for one of the largest entertainment and hospitality organizations in the world, including working with an international customer base and living and working with thousands of international and American college students. More specifically, you will:

1. Apply the cross-cultural skills you have learned at FSU to your experience at the *Walt Disney World*® Resort.
2. Learn to understand how diverse cultures approach the social, academic, and work environment in which students find themselves at the *Walt Disney World*® Resort.

3. Develop and adopt strategies for success in the Disney workplace, and take advantage of the unique learning opportunities available to you as a Disney Program participant.
4. Develop an increased awareness of cultural distinctions and similarities, and an increased respect for the world views of others from diverse cultural backgrounds.
5. Learn to apply the cross-cultural skills that you acquire through your experience at the *Walt Disney World*® Resort to other cross-cultural situations in the future.

Required Readings

Excerpts from Storti, Craig. (2017) *Understanding the World's Cultures: Figuring Foreigners Out, 20th Anniversary Edition*. (2nd ed.) Nicholas Brealey.

Additional required readings will be provided on Canvas.

Class Meetings and Format

This class will involve a combination of in-class meetings (on the FSU campus and at the *Walt Disney World*® Resort), online assignments and discussion via Canvas, participation in Disney Learning Opportunities, and the academic training experience itself.

In-class meetings will include the program orientation and workshops on the FSU campus, which are designed to prepare students for their academic training experience, and the monthly class sessions which will take place during students' academic training at *Walt Disney World*® Resort.

Online assignments and discussions in Canvas, participation in Disney Learning Opportunities, and the academic training itself make up the remainder of the course.

Attendance, Tardiness, and Participation

Your presence and participation are expected at each FSU class meeting (both on the FSU campus and at Disney) and in online discussions/activities via Canvas.

Attendance and Participation Requirements

Please remember that class attendance and participation are required as part of your overall FSU-Disney program. Failure to attend classes can result in your being terminated from the program. You must be fully engaged in the courses in order to remain in full-time status, a requirement for your J-1 visa. **Do not schedule personal travel during class dates.** Attendance will be verified at the beginning of each class with a "roll call". Several of your course assignments will be required to be completed during class times.

Work Schedule Conflicts

Your Disney managers will be informed in advance of your class schedule and should release you for classes each month. However, it is your responsibility to monitor your schedule as soon as it comes out and check to see if you are scheduled to work on your class days. If you are scheduled to work on one of your class days, ask your leader to remove your shift. If your leader is unable to remove your shift, though, please inform us immediately via e-mail and we will contact Disney to ask that your shift be removed. If your shift is not removed, call in for your shift and attend class. If you get a negative point for missing work, we will ensure that it is removed.

Tardiness

You are expected to arrive to class on time. Each person's contribution to our learning is valuable, and our time together as a class is limited. Attendance will be verified at the beginning of each class with a "roll call". One point will be deducted from your "Attendance and Participation" grade (see below) for each late arrival (i.e., after your name is called). If you expect to be late for class for a valid reason, please communicate that with the instructor via email before the beginning of class.

Late Assignments

Assignments are expected to be completed and submitted on time. Unless you have made prior arrangements with the instructor due to extenuating circumstances (e.g., illness, family emergency, etc.), assignment grades will be reduced by one point for each day late. This applies to all assignments, including discussion board postings and assignments which are to be completed in class (see more information below). Being late in turning in assignments will have a negative effect on your course grade. Assignments which are to be completed outside of class are due at 4:00 pm Eastern Time on the assigned due date. Assignments which are to be completed during class are due at the assigned time during the class session.

Missing Assignments

Please be aware that each assignment for this course carries significant weight. Failing to turn in even one assignment can have a significant effect on your course grade.

Graded Assignments

Class Attendance/Participation In-Class and Online, Quizzes: (50%)

Syllabus Quiz (10%)

Students are required to review the syllabus, view an instructor video explaining the syllabus, and successfully complete a syllabus quiz during the first week of the course.

Due at 4:00 pm on August 27 on Canvas.

Attendance and Participation in Classes at Disney (10%)

During our class times together at the *Walt Disney World*® Resort, we will be involved in learning which is collaborative. Students will learn not only from the instructor, but also from their classmates as they discuss their cross-cultural experiences in their living and internship settings.

Furthermore, class sessions will involve in-class assignments, and some class sessions will involve cross-cultural exercises and activities designed to help students learn experientially. These activities are designed to help students understand certain concepts discussed in class and in assigned readings found online via Canvas.

For learning to occur through such activities, however, attendance and participation are required. Students will be given full credit it if they are in attendance, on time, and are engaged in class activities and participating well.

Group Discussions (20%)

Online discussions are designed to facilitate interaction between students of different cultures about their intercultural experiences at the *Walt Disney World*® Resort. Topics may include questions students have about various aspects of American culture as they observe it in their day-to-day interactions with Americans, intercultural interactions in the Disney housing environment, work culture at the *Walt Disney World*® Resort, etc. Participation in these online discussion boards is required. Specific deadlines and requirements will be posted on Canvas.

Concept Quizzes (10%)

To ensure that students have a correct understanding of the concepts to be used in the in-class Cultural Difference Reflection Journal assignments, they will be required to complete a concept quiz in Canvas based on the required readings and videos for the module which precedes their September, October, and November FSU class sessions.

Cultural Difference Reflection Journals: (30%)

Each of the three Cultural Difference Reflection Journals will follow the same format and will be completed during our September, October, and November class sessions. These reflections are based on the lecture, readings, and other materials provided on the Canvas module preceding that class session. Students are expected to come to class prepared, having completed all required online activities, required readings, and the concept quiz before class. Each of these in-class assignments will provide students with an opportunity to reflect on their academic training experience in light of that module's topic.

Details regarding the reflection journal format are provided in class. Each reflection journal is worth 10% of the overall course grade and must be completed in class. In the case of an absence from class due to illness, the late assignment policy applies, and students must arrange for proctoring at the Disney Programs Office in Apprentice Hall. Reflection journals submitted outside of class time must be accompanied by certification from Disney that the assignment was completed with a proctor in order to be eligible for credit.

Be aware that these reflections are to be personal reflections on students' own experiences with cultural differences, and the use of generative AI such as ChatGPT for preparing these reflections is strictly prohibited.

Disney Learning Opportunities: (20%)

To take advantage of the unique learning opportunities available to them as Disney Programs participants, students will be required to register for, attend, and complete two Disney Learning Opportunities. These are described in the Disney Programs Learning Catalog found here: https://sites.disney.com/disneyprogramsexperience/learning-catalog/

These may include Disney Behind the Scenes, Professional and Personal Development, Endless Career Possibilities, and Multi-Week Series offerings.

Note that completing a Multi-Week Series Offering will count as completing two Disney Learning Opportunities due to the increased time commitment involved.

Disney Policies

See Disney's information regarding getting time off work to attend Disney Learning Opportunities: https://support.disneyprograms.com/hc/en-us/articles/10770544983444-How-do-I-get-time-off-to-attend-a-Learning-Offering-

It is also critical that students understand and abide by Disney's "No-Show Policy" to maintain their eligibility to attend. See https://support.disneyprograms.com/hc/en-us/articles/7344930680596.

Before Attending: Proof of Registration

Because Disney Learning Opportunities become full very quickly and registration closes three weeks prior, it will be necessary to register for them in DORMS well in advance: https://dorms.disney.com/

Students will be required to submit Proof of Registration for both of their Disney Learning Opportunities to receive full credit for the Disney Learning Opportunities assignments, in addition to submitting the Proof of Completion and Video Reflection for each described below.

Proof of Registration deadlines for both Disney Learning Opportunities will be posted on Canvas.

After Attending: Proof of Completion and Video Reflection

After completing each Disney Learning Opportunity, students are required to submit Proof of Completion and a brief (1-2 minute) Video Reflection where they summarize what they learned through this opportunity and how they will apply it in their future career and/or personal life. Details are provided on Canvas.

Submitting both the Proof of Completion and the Video Reflection for each of their two Disney Learning Opportunities is required in order to receive full credit for the Disney Learning Opportunities assignments.

Be aware that these reflections are to be personal reflections on their own experiences attending the Disney Learning Opportunities, and the use of generative AI such as ChatGPT for preparing these reflections is strictly prohibited.

Proof of Completion and Video Reflection deadlines for both Disney Learning Opportunities will be posted on Canvas.

Classroom Recordings

In this class, consistent with state law and university policy, students are permitted to make recordings of class lectures for personal use only. As noted, sharing, posting, or publishing classroom recordings may subject you to honor code violations and legal penalties associated with theft of intellectual property and violations of other state laws. Moreover, students and educators have expressed concern that recording classroom activities may negatively impact the learning experience for others, especially in classes that involve questions, discussion, or participation. To protect a learning environment in which everyone feels free to experiment with ideas, we ask you refrain from recording in

ways that could make others feel reluctant to ask questions, explore new ideas, or otherwise participate in class. Students must monitor their recordings so that they do not include participation by other students without permission. Students with disabilities will continue to have appropriate accommodations for recordings as established by the Office of Accessibility Services.

Satisfactory/Unsatisfactory Grading

While the grading scale below will be used for the grading of individual assignments, students' overall grades for this course will be registered as being either "satisfactory" or "unsatisfactory". Students should be aware that an overall grade of 70% or higher is required to receive a grade of "satisfactory" for the course and to earn credit for it.

Grading Scale

		B+	89-87	C+	79-77	D+	69-67	F	≤ 59
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Please note that the following are examples of Academic Honor Violations:

- Plagiarism – presenting the work of another as one's own.
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Academic Success

Your academic success is a top priority for Florida State University. University resources to help you succeed include tutoring centers, computer labs, counseling and health services, and services for designated groups, such as veterans and students with disabilities. The following information is not exhaustive, so please check with your advisor or the Department of Student Support and Transitions to learn more.

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Florida State University (FSU) values diversity and inclusion; we are committed to a climate of mutual respect and full participation. Our goal is to create learning environments that are usable, equitable, inclusive, and welcoming. FSU is committed to providing reasonable

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(2) request a letter from the Office of Accessibility Services to be sent to the instructor indicating the need for accommodation and what type; and,
(3) meet (in person, via phone, email, skype, zoom, etc…) with each instructor to whom a letter of accommodation was sent to review approved accommodations.

Please note that instructors are not allowed to provide classroom accommodations to a student until appropriate verification from the Office of Accessibility Services has been provided.

This syllabus and other class materials are available in an alternative format upon request.

For the latest version of this statement and more information about services available to FSU students with disabilities, contact the:

Office of Accessibility Services
874 Traditions Way
108 Student Services Building
Florida State University
Tallahassee, FL 32306-4167
(850) 644-9566 (voice)
(850) 644-8504 (TDD)
oas@fsu.edu
https://dsst.fsu.edu/oas

Confidential Campus Resources

Various centers and programs are available to assist students with navigating stressors that might impact academic success. These include the following:

Victim Advocate Program
University Center A, Rm. 4100
(850) 644-7161
Available 24/7/365
Office Hours: M-F 8-5
https://dsst.fsu.edu/vap

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6. Access to community providers for specialized treatment

Call 850-644-TALK (8255) for more information on how to initiate services.

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942 Learning Way
(850) 644-TALK (8255)
Walk-in and Appointment Hours:
M-F 8 am – 4 pm
https://counseling.fsu.edu/

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The mission of University Health Services (UHS) is to promote and improve the overall health and well-being of FSU students. UHS provides a coordinated continuum of care through prevention, intervention, and treatment. Services include general medical care, priority care, gynecological services, physicals, allergy injection clinic, immunizations, diagnostic imaging, physical therapy, and a medical response unit. The Center for Health Advocacy and Wellness (CHAW) assists students in their academic success through individual, group, and population-based health and wellness initiatives. Topics include wellness, alcohol and other drugs, hazing prevention, nutrition and body image, sexual health, and power based personal violence prevention. For more information, go to uhs.fsu.edu.

University Health Services
Health and Wellness Center
960 Learning Way
Tallahassee, FL 32306
Hours: M-F, 8 am – 4 pm

(850) 644-6230
https://uhs.fsu.edu/

Syllabus Change Policy

“Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.”

CGE Special Programs Fall 2026
Preliminary Course Schedule[1]

2026 Week/Date	Topic	Required Assignment or Activity	Assignments Due[2]
During On-Campus Program	Orientation Sessions A & B • FSU Program Overview • On-Campus Resources • Academic Orientation • Health and Safety • Program Requirements and Support	Attendance and Participation	Attendance and Participation
During On-Campus Program	• On-Campus Workshops: • Worried/Excited and Cycle of Cross-Cultural Adjustment • Disney Paperwork Session • J-1 Visa Rules and Tax Requirements • Understanding Your Health Insurance • FSU Policies and Expectations • Succeeding at Walt Disney World® Resort • Preparing for Disney Arrival • Worried/Excited and Closing Workshop	Attendance and Participation	Attendance and Participation

1 Subject to change by notice of the Instructor of Record.
2 In-class assignments are to be submitted by the time designated during class. All other assignments are due at 4:00 pm Eastern Time on the dates listed.

2026 Week/Date	Topic	Required Assignment or Activity	Assignments Due[2]
Week 1/ Aug 24-27	**Syllabus Review Video & Quiz**	Syllabus Review Video & Quiz	Syllabus Review Video & Quiz Due Th. 8/27
Week 2/ Aug 28-Sep 3	**First Discussion** **First Disney Learning Opportunity Registration**	• First Group Discussion • Upload First Disney Learning Opportunity Registration	• Posting: Mon. 8/31 • Replies (2): Th. 9/3 • First Registration Upload Th. 9/3
Week 3/ Sept 4-10	**Building Blocks of Culture**	• Online Materials and Assigned Readings in Canvas • Concept Quiz	Lecture, Readings, Concept Quiz Due Th. 9/10
Week 4/ Sept 11-17	**FSU Class: Building Blocks of Culture** **Second Disney Learning Opportunity Registration**	• Prepare for and Attend FSU Class • Complete In-Class Group Activities • First Cultural Difference Reflection Journal • Upload Second Disney Learning Opportunity Registration	• First Cultural Difference Reflection Journal Due in Class • Second Registration Upload Due Th. 9/17
Week 5/ Sept 18-24	**First Disney Learning Opportunity** **Second Group Discussion**	• First Disney Learning Opportunity • Second Group Discussion	• Posting: Mon. 9/21 • Replies (2): Th. 9/24
Week 6/ Sept 25-Oct 1	**Completion of First Disney Learning Opportunity Assignments**	• Proof of Completion of First Disney Learning Opportunity • Video Reflection	• Proof of Completion of First Disney Learning Opportunity Due Th. 10/1 • Video Reflection Due Th. 10/1

2026 Week/Date	Topic	Required Assignment or Activity	Assignments Due[2]
Week 7/ Oct 2-8	**Styles of Communication**	• Online Materials and Assigned Readings in Canvas • Concept Quiz	Lecture, Readings, Concept Quiz Due Th. 10/8
Week 8/ Oct 9-15	**FSU Class: Styles of Communication**	• Prepare for and Attend FSU Class • Complete In-Class Group Activities • Complete Second Cultural Difference Reflection Journal in Class	Second Cultural Difference Reflection Journal to be Completed in Class
Week 9/ Oct 16-22	**Second Disney Learning Opportunity** **Third Group Discussion**	• Second Disney Learning Opportunity • Third Group Discussion	• Posting: Mon. 10/19 • Replies (2): Th. 10/22
Week 10/ Oct 23-29	**Completion of Second Disney Learning Opportunity Assignments**	• Proof of Completion of Second Disney Learning Opportunity • Video Reflection	• Proof of Completion of Second Disney Learning Opportunity Due Th. 10/29 • Video Reflection Due Th. 10/29
Week 11/ Oct 30-Nov 5	**Culture in the Workplace**	• Online Materials and Assigned Readings in Canvas • Concept Quiz	Lecture, Readings, Concept Quiz Due Th. 11/5
Week 12/ Nov 6-12	**FSU Class: Culture in the Workplace**	• Prepare for and Attend FSU Class • Complete In-Class Group Activities • Complete Third Cultural Difference Reflection Journal in Class	Third Cultural Difference Reflection Journal to be Completed in Class

2026 Week/Date	Topic	Required Assignment or Activity	Assignments Due[2]
Week 13/ Nov 13-19	**The Cross-Cultural Perspective**	• Online Materials and Assigned Readings in Canvas • Fourth Group Discussion	• Online Materials in Canvas Due Th. 11/19 • Posting: Mon. 11/16 • Replies (2): Th. 11/19
Week 14/ Nov 20-26	**THANKSGIVING BREAK Wed Nov 25-Fri Nov 27**	• Work Ahead on Internship Course Assignments	Work Ahead on Internship Course Assignments
Week 15/ Nov 27-Dec 3	**Internship Course Assignments Due**	• Internship Course Final Report Due • Internship Course Disney Evaluation Due	• Internship Course Final Report Due Th. 12/3 • Internship Course Disney Evaluation Due Th. 12/3
Week 16/ Dec 4-10	**Course Completion** **FSU Class:** **Closing Class** **Reverse Culture Shock**	• Any Late/Missing Essay Assignments • (Penalties Apply) • Attend FSU Class • Prepare for Program End	• All Late Assignments Due (None Accepted After Th 12/10) • Health Insurance Extensions (if staying for Grace Period) • Disney Check-Out (Hospitality Students)
January	**FSU Class (TBD)**	• Attendance and Participation (Intercultural Communication Students Only)	Attendance and Participation (Intercultural Communication Students Only)

Intercultural Communication Internship—COM4945
Fall 2026

Instructor of Record:	Robert Hughes, Ph.D.
Office:	GME 3304
E-mail:	rshughes@fsu.edu
Phone:	(850) 645-9226

Availability

If you have questions or concerns about the course, please feel free to contact me. I can be reached by e-mail or telephone using the contact information above. I check e-mail daily between the hours of 8 am and 5 pm and can normally be reached during the same hours by telephone or Microsoft Teams. For specific questions about assignments or grades, please use the Canvas inbox. Virtual office hours can be arranged by appointment upon request.

Class Meetings

This class will involve a combination of in-class meetings, your academic training experience itself, and a written final report.

Nature of Course

This three-credit hour School of Communication internship is designed to provide the student with hands-on, work-integrated learning in a professional setting. As part of this internship, students will participate in Disney's Traditions class, complete all necessary training for their assigned role(s), and work from 30 to 37.5 hours per week in their role(s). (On rare occasions, students might have opportunities to get overtime.)

Through this internship, they will also have an opportunity to make the most of this experience by deliberately working towards developing new professional skills and examining key areas of Disney operations. Students will set their own professional objectives and evaluate their progress towards achieving those objectives over the course of their program.

At the end of the internship course, they will write a final report summarizing their professional role, analyzing their progress towards meeting their professional objectives, and assessing their overall experience in completing their internship.

Learning Objectives

- List and describe typical tasks in a specific communication-related job
- Correlate material learned in the classroom with work performed on-the-job
- Critically assess internship activities measured against the initial objectives
- Analyze the value of the internship in terms of student's personal and career objectives

Upon completion of the course of instruction, the student will be able to apply critical and creative abilities, and written and oral communication skills to address tasks and responsibilities in a professional internship setting.

Attendance, Tardiness and Related Expectations for Student Conduct

Students must adhere to the policies of the *Walt Disney World*® Resort regarding absences and tardiness for work. These policies are outlined in Disney's *Participant Handbook* each student is provided by Disney (available in DORMS).

Because they will be living in housing provided as part of their Disney program, students will also be expected to abide by the policies and regulations of Flamingo Crossings Village as outlined in their lease agreements and resident handbooks.

Graded Assignments

Statement of Professional Objectives: (10%)

The student will write a brief description of the personal and professional objectives they hope to achieve through the internship. This assignment will be completed during their FSU orientation sessions.

Successful Completion of Academic Training (65%)

CGE Special Programs Staff will make regular visits to the *Walt Disney World*® Resort during the academic training period and conduct site visits.

A variety of experiences in each student's role(s) at *Disney* may be viewed as successful, and feedback from diverse managers may be viewed as part of a successful completion. Negative points and written reprimands that do not result in termination do not prevent successful completion of the program.

Students will be asked to provide an evaluation from one of their leaders or managers within the last month of their Disney roles. Instructions on how to do this will be provided on Canvas.

For students who have "role rotations", please submit (if possible) evaluations from leaders or managers from both of their roles (not just from the leader or manager from their second role).

Evaluations are due on Canvas December 3 at 4:00 pm.

Final Report: (25%)

Each student must turn in a final report on their internship (750-1250 words, double-spaced, 12-point font). It should include:

- What you did: The name, location(s), and a brief descriptions of your *Disney* role(s)
- What you learned: Three specific things that you have learned through your internship experience (can be personal or professional)
- Professional objectives: Describe how this internship helped you to achieve your objectives as outlined in your statement from the beginning of the semester.
- Career growth: Describe how this internship will help you in your professional career.
- Advice (optional): Any surprises or advice that you would offer to future students.

Be aware that this Final Report is to be a personal reflection on your own experience in your internship, and the use of generative AI such as ChatGPT for preparing your reflection is strictly prohibited.

Final Report is due on Canvas December 3 at 4:00 pm.

Grading

Late Assignments

Assignments are expected to be completed and submitted on time. Unless you have made prior arrangements with the instructor due to extenuating circumstances (e.g., illness, family emergency, etc.), assignment grades will be reduced by one point for each day late. Being late in turning in assignments will have a negative effect on your course grade. Assignments are due at 4:00 pm Eastern Time on the assigned due date.

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